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ABSTRACT

This collection of 13 papers offers an international perspective on future directions of staff development at colleges and universities, focusing on academic staff development, higher education teaching networks, and managerial and human resource development. Papers are: (1) "Higher Education Staff Development for the 21st Century: Directions for UNESCO's Co-operative Action" (Mary-Louise Kearney); (2) "The Role of the University in Adult Literacy Staff Development" (Mohamed Maamouri); (3) "Assisting New Academic Programmes in Environmental Management in Developing Countries" (Geoffrey McDonald and Chatchai Ratanachai); (4) "African Religions--A Non-Traditional Approach to Academic Staff Development: A Case Study of the Development of the UNITWIN Network for Southern Africa" (Gerrie ter Haar and Henk J. van Rinsum); (5) "The Contribution of Higher Education to Research and Development Activity in Latin America--The Case of the UNESCO/CRE-COLUMBUS/Instituto Venezolano de Investigaciones Cientificas (IVIV) Chair" (Hebe Vessuri); (6) "Higher Education Teaching Development Networks--The Experience of the European Network on Staff Development in Higher Education (ENSDHE)" (Brigette Berendt); (7) "University Teaching Networks: The Arab Network for Staff Development" (Hassan El Hares); (8) "Teaching Development in New Zealand Higher Education" (John Jones); (9) "University Teaching Networks in Latin America and the Caribbean" (Jose Silvio); (10) "Managerial Staff Development and Human Resource Planning" (Jennifer Barnes); (11) "Higher Education in Hungary--Challenge and Change" (Janos Csirik); (12) "The African University: Towards Innovative Management Strategies for the 21st Century" (Mubanga E. Kashoki); and (13) "Managerial Staff Development and Human Resource Planning--The IGLU Programme" (Pierre Van Der Donckt). Each paper contains references. (MDM)

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Higher education staff development: directions for the twenty-first century

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

Higher education staff development: directions for the 21st century

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Foreword

Strong and innovative staff development is one strategy which guarantees the quality and relevance of higher education in a changing world.

On the eve of the 21st century, institutions of higher education are seeking to ensure that these features are their hallmarks. This trend clearly emerged from the recent global reflection on higher education undertaken by UNESCO in partnership with specialists both from Members States and from intergovernmental and non-governmental organizations.

While different regions face very diverse economic and cultural challenges, their overall aim for higher education is strikingly similar - namely, to ensure the production of skilled human resources whose education and training can be placed at the service of society. In this way, higher education contributes to full human and social development which is the guiding force of UNESCO's co-operative action.

The achievement of this objective depends on the quality and effectiveness of the higher education community which embraces institutional leaders, policy-makers and managers, the professoriate and students -the main beneficiaries of the teaching and learning process.

This book covers the academic, pedagogical and managerial fields as these are the key components of a holistic institutional policy for staff development. The case studies are mainly drawn from our partners in the UNITWIN/UNESCO Chairs Programme, which is the Organization's major initiative in higher education. The overwhelming response to this project illustrates the conviction that effective institutional management and innovative teaching methods can help ensure that advanced knowledge and know-how are contributing to the solution of the crucial social and economic issues facing humanity today.

We wish to express our gratitude to the authors whose experiences will, we trust, inspire other institutional leaders, managers and academics to meet the challenges ahead with confidence and energy.

Marco Antonio R. Dias

Director, Division of Higher Education, UNESCO

Contents

Notes on the Authors 5

Higher Education Staff Development for the 21st Century: Directions for UNESCO's Co-operative Action
Mary-Louise Kearney 9

Section I: Academic Staff Development

The Role of the University in Adult Literacy Staff Development
Mohamed Maamouri 33

Assisting New Academic Programmes in Environmental Management in Developing Countries
Geoffrey McDonald and Chatchai Ratanachai 43

African Religions - A Non-traditional Approach to Academic Staff Development: A Case Study of the Development of the UNITWIN Network for southern Africa
Gerrie ter Haar and Henk J. van Rinsum 55

The Contribution of Higher Education to Research and Development Activity in Latin America - The Case of the UNESCO/CRE-COLUMBUS/ Instituto Venezolano de Investigaciones Cientificas (IVIC) Chair
Hebe Vessuri 67

Section II: Higher Education Teaching Networks

Higher Education Teaching Development Networks - The Experience of the European Network on Staff Development in Higher Education (ENSDHE)
Brigitte Berendt 77

University Teaching Networks: The Arab Network for Staff Development
Hassan El Hares 93

Teaching Development in New Zealand Higher Education
John Jones 107

University Teaching Networks in Latin America and the Caribbean
Jose Silvio 121

Section III: Managerial and Human Resource Development

Managerial Staff Development and Human Resource Planning
Jennifer Barnes 133

Higher Education in Hungary - Challenge and Change
János Csirik 143

The African University: Towards Innovative Management Strategies for the 21st Century
Mubanga E. Kashoki 149

Managerial Staff Development and Human Resource Planning - The IGLU Programme
Pierre Van Der Donckt 163

Notes on the Authors

I. Academic Staff Development

Mohamed Maamouri, Tunisia, is professor of Linguistics at the University of Tunis and Secretary-General of the *Conseil International de Recherches et d'Etudes en Linguistique fondamentale et appliquée*. His expertise in language and literacy issues has led to his involvement in the Literacy Training Development Programme for Africa (LTDPA). This network between the Universities of Tunis, Ibadan (Nigeria), Botswana and the University of Pennsylvania strengthens academic training and research related to the promotion of literacy in the African region.

Geoffrey McDonald, Australia, directs the Institute of Applied Environmental Research at Griffith University, Brisbane. He leads a UNITWIN project between his institution and the Prince of Songkla University in Thailand which is establishing a new interdisciplinary faculty for Environmental Studies. Plans are under way to extend this network to other universities in the Asia region.

Chatchai Ratanachai, Thailand, is Dean of the Faculty of Environmental Management at Prince of Songkla University. He holds degrees in Engineering and Environmental Health from New Zealand, the Netherlands and the USA and his professional experience covers academic and industrial contexts. In his present post, he heads the university's team to establish a new international programme in Environmental Management.

Henk van Rinsum, the Netherlands, directs the International Relations Office of the University of Utrecht. Within the UNITWIN/UNESCO Chairs Programme, this institution has sponsored a network of European and southern African institutions in areas crucial to the development process including the Health Sciences and Human Rights.

Gerrie ter Haar, the Netherlands, lectures in the Study of Religions at the Catholic University of Utrecht and has extensive international experience of comparative research in her field. Her contribution on African religions illustrates the profound relations between culture and development, which must be considered in co-operative action in order to obtain sustainable results.

Hebe Vessuri, Argentina, teaches at the Universidad Central de Venezuela. There, she directs the UNESCO Chair in the Sociology of Science which studies the contribution of university research to R & D in Latin America. This has been set up by Project COLUMBUS, which is a collaborative programme sponsored by the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities, the

European Union and UNESCO to strengthen management capacities in Latin American and European universities.

II. Teaching Development Networks

Brigitte Berendt, Germany, holds degrees in Law and Education, as well as a specialized diploma in higher education from the University of Surrey, U.K. Since 1976, she has directed the unit for Staff Development and Research on Higher Education at the Free University of Berlin and is also national co-ordinator and German representative for the European Network for Staff Development in Higher Education (ENSDHE). In this capacity she has lectured and published widely on the evolution of this field both in Europe and in other regions.

John Jones, United Kingdom, has taught in Europe, Asia and Africa, and is now an Associate Professor at the University of Auckland, New Zealand. He directs the Higher Education Research Office, which ensures interface between academic staff development programmes and overall institutional policy and has closely followed the management of change in institutions both in Asia and the Pacific and elsewhere. He is a past president of HERDSA, the Higher Education Research and Development Society of Australasia.

José Silvio, Venezuela, holds degrees in Sociology, Education and Computer Science. In 1984, he joined UNESCO's Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC), where he co-ordinates research and development projects, including the network for Staff Development activities (REDESLAC). He is the author of several books on subjects including computing, telecommunications and networking in academic environments and the assessment of quality in higher education.

Hassan El Hares, Egypt, is professor of Engineering at the United Arab Emirates University. He has taught and carried out research in his field and on the uses of technology in higher education in universities in the United States and in Europe. His interest and experience in the process of renewal and reform in the field of higher education stimulated his involvement with UNESCO's action in staff development. In 1990, he was a founding member of the Arab Network for Staff Development which now associates a growing number of institutions in the Arab region.

III. Managerial/Human Resource Staff Development

Jennifer Barnes, United Kingdom, heads her own consultancy firm which specializes in training and research in Public Administration and Management. From 1989-92, she directed the International Division of the Royal Institute of Public Administration and has taught at Sheffield City, London and Oxford Universities. Through her extensive training and research missions in Africa, Asia and Europe, she has gained expertise in management practices in varied socio-cultural and economic contexts. Her special interests include civil service reform and management development for women.

Janos Csirik, Hungary, is Rector of Jozsef Attila University, in Szeged where he has held a professorship in Applied Computer Sciences. As a noted academic in his chosen field, he has lectured and conducted research in a number of European countries including Austria, Germany, Switzerland and the Netherlands.

In his present position, he has been closely involved in the reform of higher education in Hungary, including the establishment of the new Higher Education Act and its implications for the management of institutions of higher learning.

Mubanga Kashoki, Zambia, an expert in Linguistics and African Studies, has taught and undertaken research both in the region and internationally. He directed the Institute for African Studies at the University of Zambia where he also held a professorship of African Languages. In 1978 he became principal at the University's Ndola campus before being appointed Vice-Chancellor of the Copperbelt University in 1987. Through his academic and administrative experience, he is well versed in the present process of higher education reform in the region.

Pierre van der Donckt, Canada, is Executive Director of the Inter-American Association of Universities (IOHE) and has wide experience of educational reform in North and South America as well as in other regions. He has also held a number of high-level posts in Quebec including that of Deputy Minister of Higher Education and representative to Mexico. The IOHE, with over 300 member institutions in North and South America, sponsors the Institute of University Leadership and Management (IGLU) which has become a well-established mechanism for the training of senior and middle-level university staff in Latin America.

Editor:

Mary-Louise Kearney, New Zealand, is with the Division of Higher Education, UNESCO which deals with policy analysis and international inter-university co-operation worldwide. A former university teacher and educational training consultant in the French business sector, her activities include higher education management and staff development. In this field, UNESCO interacts with intergovernmental and non-governmental organizations, notably the Collective Consultation on Higher Education which groups 23 NGOs specialized in higher education.

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HIGHER EDUCATION STAFF DEVELOPMENT FOR THE 21st CENTURY

Directions for UNESCO's Co-operative Action

Mary-Louise Kearney

INTRODUCTION

UNESCO's aim in the field of staff development is to promote co-operative and innovative action so as to strengthen the quality and relevance of higher education, both now and in the coming years. The purpose of this book is to illustrate how this aim is being translated into action. It assembles a broad range of current experiences supported by UNESCO and related to staff development in higher education. It is hoped that, as a result, institutions may be better informed in terms of present practices and thus plan their own future activities on the basis of a wider perspective. While the contributions focus on the experience of universities, the principles and proposals for future directions are generally true for all post-secondary institutions.

The book has been commissioned by the Division of Higher Education of UNESCO. Contributions have been invited from our major partners in international co-operation, notably the non-governmental organizations of the Collective Consultation on Higher Education and universities of the Staff Development Networks sponsored by UNESCO in various regions of the world.

In particular, institutions which are participating in the UNITWIN/UNESCO Chairs Programme have been asked to share their experiences in this sphere. This initiative aims at reinforcing the advanced training and research capacities of universities both in key disciplines related to sustainable development and in the field of higher education management. To do this, North-South, South-South and East-West linkages are established. In view of this important mandate, the expertise gained by these institutions is a vital component of higher education staff development.

The intention is thus descriptive, not prescriptive, because the main aim is to present the actuality of initiatives related to high-level knowledge and its communication as well as the managerial framework inside which these activities are taking place. The book then responds, in a very practical and illustrative manner, to a number of statements related to the overall quality of higher education today - notably the quality of programmes, of teaching and of institutional management.These may be broader and more policy-driven in character, however all emphasize the importance of excellence and relevance as the ultimate aims of higher education.

Today, this debate must be situated inside the present climate of change - a reality noted by the UNESCO policy paper entitled "Strategies for Change and Development in Higher Education" which states that:

> *"Quality, which is not a novel concern in higher education, has, however, become crucial in present policy debate concerning the development and reform of higher education." (page 14.)*

This view is echoed by the World Bank in its paper "Higher Education: the Lessons of Experience":

> *"A high-quality and well-motivated teaching staff and a supportive professional culture are essential in building excellence." (page 38.)*

This position advocates a solid institutional policy to promote academic and pedagogical competence in order to serve the needs of all stakeholders concerned by training and research.

The case studies demonstrate that the principles set out in UNESCO's policy paper on higher education are being successfully applied in practice. In particular, they confirm that the quest for excellence is an integrated process comprising academic, pedagogical and managerial capacities.

SCOPE

In situating this book in relation to the main trends and issues of higher education today, the forces directing the process of change can be clearly discerned:

- the increased demand for access to higher education;
- the call for the diversification of this domain;
- the assurance of quality and relevance of higher education;
- the reform of higher education systems, including the management of change by institutions, especially universities;
- the significant reduction in funding for this sub-sector;
- the links between higher education and the labour market;
- the internationalization of higher education resulting in increased inter-university co-operation.

Each of these issues affects higher education staff development in its own particular way. All render this field a vital part of institutional policy-making as new ways are sought to manage change efficiently.

To offer a comprehensive view of the current context, the chapters have been organized around three main themes:

Academic Staff Development

The experiences presented aim principally at improving the academic qualifications of higher education teachers in order to upgrade their level of training and research. The ability of staff to assure excellence in a given field - mainly through advanced post-graduate qualifications - is crucial if a higher education institution is to award a degree or diploma in that discipline. This problem has important ramifications both for institutions which are launching new areas of study and also for those in the developing world wishing to strengthen and maintain high academic standards in order to rank at the international level.

This area of Academic Staff Development must address:

- the upgrading of knowledge in a discipline via adequate sabbatical arrangements, visiting professorships and academic networking facilities;
- the adaptation of this knowledge to the new demands of the labour market being faced by students, thus often necessitating curricular innovation.

Hence, these requirements presuppose an institutional policy which facilitates the acquisition and updating of expertise.

Higher Education Teaching Networks

Here the focus is on experiences which strengthen the teaching capacities of highly-qualified academic staff so that the learning process may have optimal impact in a given context.

There is a growing trend towards the assessment of higher education teaching personnel, notably their ability to effectively transfer knowledge, to stimulate students and to relate the theoretical aspects of a given field to concrete problem-solving.

Moreover, where there is a massive demand for a particular discipline, it is vital to apply innovative teaching methods so as to reach all students and to fully involve them in the learning process.

The students of today offer a vast array of learner profiles - hence diversity of knowledge, culture, work experience and age are factors which must be taken into account by educators. Indeed, it is widely thought that this diversity has become the greatest challenge facing higher education teachers. As a provocative but interesting thesis, it might also be suggested that Pedagogics has replaced the defining force of institutional cohesion once held by the discipline of Philosophy.

Managerial and Human Resource Development

This third area of interest demonstrates the need for higher education staff to extend their professional skills so as to meet the needs which arise during the course of their careers. Management training is a prime example but any field which is complementary to their principal tasks of teaching, training and research must be included. Hence, both the capacity of faculty to transmit high-level knowledge and know-how via effective teaching and their specific role in the overall development of their institution are strengthened.

Accordingly, these areas may include, inter alia:

- leadership styles;
- familiarization with major trends and issues related to higher education such as evaluation procedures and funding patterns;
- use of Information and Communication Technology (ICT);
- communication skills;
- the management of international co-operation.

The inclusion of this area in the book confirms the growing tendency to interpret higher education staff development as a broad concept which integrates several key components. This further substantiates the conclusions of a recent Commonwealth Secretariat study by Mukherjee and Singh on the subject which notes that:

> *"Evidence points to institutions espousing a total or comprehensive approach where academic, management, administrative and technical support staff development are viewed within a facilitating infrastructure." (page 60.)*

This infrastructure is vitally connected to the overall managerial competence of an institution, whose human resources are its greatest asset in fulfilling its educational mission. It is thus logical to invest in these via adequate training. Moreover, it is necessary to situate this training inside an institution's overall staffing policy as this ensures a dynamic and innovative approach to personnel planning.

UNESCO's EXPERIENCE in HIGHER EDUCATION STAFF DEVELOPMENT

UNESCO has considerable experience in each of the three areas addressed in these case studies.

Academic Staff Development and the UNITWIN/UNESCO Chairs Programme

This programme promotes the high-level training and research capacities of universities in priority fields related to the development process. At the present time, there are some 50 Chairs in disciplines such as Ecology and the Environment, Biotechnology, Engineering, Health, Agriculture, Communication and Informatics.

Similarly, 20 networks have been established since 1991 to link universities in areas as diverse as Environmental Law, Literacy and Higher Education Management - this last area includes university-industry linkages and the enhanced participation of women academics and administrators in institutional development.

All of these projects contribute to the primary mission of the higher education institution - namely, the provision of high-level knowledge and know-how.

Furthermore, institutions in the developing world face particularly pressing problems: on the one hand, they require highly trained staff with strong research capacities especially in scientific and technological disciplines; on the other hand, it is sometimes difficult to release good middle-level personnel who would like to take an advanced degree because these people are needed to assure heavy teaching loads. In addition, those who do leave to study abroad can be caught up in the Brain Drain phenomenon if better opportunities are found elsewhere.

In all these cases, the UNITWIN/UNESCO Chairs Programme is designed to help provide the necessary training in the countries concerned. This strategy aims to tackle the problem directly and so brings a new perspective to academic staff development, particularly in the developing world.

A new focus in this initiative is the University Volunteers Scheme which UNESCO is now developing with the United Nations Volunteers and the Council for International Educational Exchange. This will offer opportunities to academics on sabbatical or who recently retired to place their expertise at the service of higher education institutions in the developing world. Such a strategy has benefits for all partners concerned because competence is shared, through transfer and adaptation, with those countries which are in urgent need of high-level knowledge and know-how. The positive response to this scheme suggests that it is meeting real development requirements, through the optimal contribution of highly skilled human resources - local or international. Hence, the supply and demand process is equitably balanced.

Higher Education Teaching Development Networks

UNESCO has initiated action in all regions of the world which is designed to enhance the quality and relevance of the entire teaching and learning process at the tertiary level. By setting up networks, current expertise is shared and innovative methods are stimulated thereby contributing to an educational process centred on the specific needs of today's students in a variety of contexts:

- the oldest networks are those in Europe (the European Network on Staff Development in Higher Education, ENSHDE) and Latin America (Red Cooperativa de Instituciones de Educación Superior para la Formación y el Perfeccionamiento Pedagógico de Docentes de Educación Superior, REDESLAC) which both date from 1984;
- simultaneously, UNESCO developed three Consortia on Higher Education in Asia, one of which is closely associated with the Staff Development issue;
- in Africa, a network for the region was established at a meeting held in Libreville, Gabon, in 1989 and now involves some 20 institutions. This network operates closely with the Association of African Universities which considers this area to be top priority for the region;
- more recently, an Arab Network for Professional Staff Development (ANSD) was launched in Alexandria in 1991 and has already gained strong support from the universities of the region.

It is encouraging to note that the non-governmental organizations specialized in teaching methodology, notably the Association pour le Développement des Méthodes de Formation dans l'Enseignement Supérieur (ADMES), the European Association for Research on the Development of Higher Education (EARDHE) and the Association Internationale pour la Pédagogie Universitaire (AIPU), are actively involved in the network programmes.

While each mechanism has developed its own specific programme of action, they share two common objectives:

- to improve the quality and relevance of university teaching in order to adequately meet the changing needs of society;
- to enhance the contribution of higher education to the education system as a whole. Here, the links with basic and secondary teaching are clear, involving areas such as teacher training programmes and the contribution of universities to literacy.

These aims have already been echoed in the UNITWIN/UNESCO Chairs Programme, as several projects have been initiated in the Education Sciences in various regions.

Co-operative Partnerships for Managerial Staff Development

UNESCO's action in this area responds directly to the current situation faced by institutional leaders and their personnel. Today, the financial resources allocated by governments for higher education generally tend to remain static or to be reduced. It would seem that all are being subjected to more stringent accountability measures. In addition, an ageing professoriate and complexity surrounding the tenure question constitute thorny issues for higher education managers. Generally, institutions are required to do more with less - hence the necessity to optimize the means available.

Consequently, investment in their human resources has become ever more crucial and requires a new emphasis on staffing policies. If these are well conceived and planned, they constitute a pro-active strategy to help ensure the overall quality and relevance of the institution's mission.

UNESCO's interest in this particular domain isstrong and is aimed at reinforcing national and regional capacities frequently involving NGOs which are particularly active in this area. Research on the higher education sector itself is encouraged, along with studies on trends in governance (Van Vught 1993) and the management of the Internationalization phenomenon (Neave 1992). Recently, UNESCO's International Institute for Educational Planning (IIEP) carried out an extensive research programme entitled "Improving the Managerial Effectiveness of Higher Education Institutions" which has produced case studies drawn from all regions.

With regard to training, UNESCO has provided support for the leadership and middle management courses sponsored by the Association of African Universities (AAU), the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE), the Association des Univerités Entièrement ou Partiellement de Langue française (AUPELF), the Inter-American Association for Higher Education (IOHE), and the Association of Commonwealth Universities (ACU) - all members of UNESCO/NGO Collective Consultation on Higher Education.

The use of new Information and Communication Technology (ICT) is another priority area of institutional management. UNESCO promotes research, training and information exchange to strengthen the expertise of staff whether academic or administrative. By way of example, UNESCO and the United Nations University are currently co-operating in this field through a project directed by the latter's International Institute of Software Technology (UNU/IIST) in Macao.

Managerial Staff Development must therefore cover all those areas where additional skills are required to enhance and complement the teaching, training and research expertise already acquired.

THE EXPERIENCES PRESENTED: ISSUES, TRENDS and PERSPECTIVES

Turning to the twelve case studies in this collection, major trends and issues which constitute the impetus behind current initiatives related to staff development in higher education institutions are discussed. At the same time, it has been possible to identify perspectives in each area which should certainly become more predominant in the future.

The interest of these experiences resides in the synergy which they generate. While each attests to the diversity of socio-cultural and economic factors affecting regional higher education systems and institutions, together the studies clearly illustrate a striking similarity of concern that high-level expertise is, in fact, meeting societal needs.

All are experiences which are designed to ensure that the traditional goals of higher education -namely, the excellence of teaching, training and research - are respected and realized. However, the authors demonstrate a strong capacity for future-oriented thinking because all have understood that these important objectives must now be accomplished in a climate of radical change and, in certain contexts, turmoil. In order to survive and function well, higher education personnel must be confident, competent and pro-active in three essential areas:

- fields of knowledge;
- the pedagogical process;
- managerial skills.

An analysis of these studies reveals that, inevitably, these three areas must be closely associated if the expertise provided by higher education institutions and their human capital is to be ensured in tomorrow's world.

Such an integrated vision requires strong and serious emphasis on staff development. This focus also serves to reiterate the importance of human resource development as the basic motor and value of any successful enterprise. Within the parlance of the United Nations system, this concept is known as capacity-building. - that activity which merges broad educational skills with highly specialized training to foster human and social development both in the individual and in societies. This will constitute a major focus of the United Nations Summit for Social Development (Copenhagen 1995) and also underpins the entire UNITWIN/UNESCO Chairs Programme.

So, from this diversity of experience, there emerges a more holistic vision of higher education institutions and their staff - thus suggesting a context where present activities should be designed to prepare the future.

Academic Staff Development

Issues

Curriculum Innovation

The crisis over content is one of the critical debates in higher education today. Consequently, it is a key issue of faculty development and innovation because of its impact affecting, in the first instance, the choice of post-graduate studies and later, the direction (or re-orientation) of an academic career.

The case studies collected range over four extremely varied fields - Environmental Management, Literacy, African Religions and the Sociology of Science. The very titles indicate the richness and complexity which they must entail. All are considered vital to the development process - whether in a strictly scientific sense, as demonstrated by McDonald and Ratanachai when commenting on the economic implications of Environmental Management; or, viewed more broadly, because of their links to the social and cultural traditions of a particular region (Maamouri, van Rinsum and ter Haar).

Interdisciplinarity

All studies presented eloquently support the thesis that complex problems require sophisticated modalities for solution. In the academic arena, this issues a challenge for specialists in varied fields to place their expertise at the service of a common cause. This interaction between disciplines - rather than separately packaged analyses of a specific issue - is one key to innovative responses and a sign of dynamic curricula.

This aspect is illustrated by Vessuri whose UNESCO Chair assessing the contribution of university-based research to Research and Development in the Latin American region involves fields as diverse as Biotechnology and Informatics. Similarly, no less than eight different disciplines are listed by McDonald and Ratanachai as belonging to an Environmental Management course. Maamouri, commenting on the areas of expertise required by adult literacy experts, cites a total of seven fields ranging from Psychology and Informatics to Economics.

These are all fields which are breaking new ground and so they must be innovative in strategy and content, often necessitating an interdisciplinary approach to encompass all aspects involved.

Academic Solidarity

What is striking is the sense of collegial spirit which emanates from interaction amongst international colleagues for the transfer and sharing of both knowledge and experience. Thus, a new light is cast on the future of the epistemological process itself.

These projects, which exemplify the UNITWIN philosophy, owe their success to co-operation between experts in the same field but from different cultures. Their vision and desire for mutual understanding ensure that exchange can facilitate the problem-solving process.

An important outcome of this attitude is the fostering of collective agreement and review, thus permitting a broader dissemination of knowledge (Vessuri:74). Equally the concept of "maximum advantage" (van Rinsum and ter Haar: 63) heightens the feeling of solidarity amongst scholars. These points, along with the rewards of international stimulus (McDonald and Ratanachai:53) motivate faculty who perceive their teaching and research as having global importance as well as local impact.

Trends

Internationalization in Higher Education

This trend indicates the growing mobility of scholars worldwide - a move which reflects the globalization of knowledge and know-how on the eve of the 21st century.

This phenomenon has already generated debate on the "global university" (El Kawas) and on its sensitive aspects, notably its exacerbation of the Brain Drain and the accreditation question affecting the recognition of foreign studies (Dias). Indeed, several studies state that joint accreditation of international studies is a *sine qua non* of their value (Vessuri:72, van Rinsum and ter Haar:60.)

This rapidly moving field commands the close attention of institutional leaders, as it has important ramifications for policy-making. Today, there is little doubt as to the benefits of an internationalized curriculum - on the one hand, this serves to keep an institution at the forefront of a discipline; on the other, it demonstrates that higher education is making a concrete contribution to the solution of sophisticated and often global questions Within this particular perspective, Maamouri insists on the importance of training for literacy professionals in Africa but also on the importance of their contacts with peers in other regions where similar problems prevail (Maamouri:41.) Hence, an international synergy is created to drive the development process in an effort to obtain more sustainable results through the medium of academic solidarity.

Managing International Co-operation in Higher Education

As the Internationalization phenomenon must be soundly managed, the creation of offices or units for this purpose has become a common feature of higher education institutions in all regions. Hence, there is recognition that a solid managerial infrastructure is necessary if the benefits of Internationalization are to be realized. Consequently, institutions must plan and fund international co-operation offices to manage the phenomenon for the good of all parties concerned. One specific benefit of this approach can be the technical and financial support so vital to faculty who are engaged in addressing urgent social problems - an example cited is the backstopping provided to the Literacy Training

Development Programme for Africa (LTDPA) by the University of Pennsylvania and its donor partners (Maamouri:39.)

While several models exist, the trend now appears to be towards top-driven structures located within the administration, which is best placed to monitor developments and their relevance for policy issues. In a study entitled *Institutional Management of Higher Education: Trends, Needs and Strategies for Co-operation,* undertaken for UNESCO by Guy Neave of the International Association of Universities, it was suggested that this shift from sporadic academic exchanges to a full-scale management operation proves to what extent the mobility issue has become part of the social and economic contribution of higher education to society (pages 166, 167.)

Indeed, the experiences presented emanate from universities which have consciously strengthened their regional and international perspectives through structured co-operative activities which frequently involve national authorities as well as NGO or IGO partners. By way of example, the Utrecht and Griffith activities benefit from Dutch and Australian funding respectively, while the Tunisian and Venezuelan projects link to international programmes supported, *inter alia*, by USAID, the European Union and UNESCO.

Perspectives

Development Challenges

If the academy has traditionally been both the critic and the servant of society, its current involvement in the development process means that it must diagnose solutions to current problems and participate in the co-operative action undertaken. To this end, it is essential that training and research be driven not by theory but rather by real policy needs - a vital point in a field such as Literacy (Maamouri:35.)

One particularly complex aspect of this role is the capacity to achieve a sustainable level in the discipline targeted. Indeed, faculties face major challenges when aiming to ensure that a discipline will contribute to the development process. These may include deciding where to locate the new field in the faculty structure, the balance between *in situ* and international training for staff, the likelihood of insufficient faculty in emerging fields and the need for each partner institution to possess multi-disciplinary research capacities to handle the course. These requirements are suggested in relation to Environmental Management but hold good for other experiences as well (McDonald and Ratanachai: 51.)

Moreover, a sound comprehension of the context is deemed essential if the project is to have a holistic impact - in this respect, Utrecht University considered that comparative religion constituted a key contextual factor of its development action in Africa (van Rinsum and ter Haar:59). As such, it becomes a complement to collaboration in more scientific and technical fields such as Medicine and Veterinary Studies, which now form a main focus of the Utrecht UNITWIN network with the Universities in Namibia, Zimbabwe, and Mozambique.

The Quality and Relevance of Knowledge

The curricular innovations described in these cases indicate a desire on the part of both academics and institutional leaders to redefine the role of higher education in society. While excellence ensures the high calibre of knowledge and know-how, their relevance in relation to each regional context has become the other vital factor in the equation. Only if these two components are present can higher education institutions and faculty serve the needs of their particular societies where development priorities can be markedly different - a factor stressed by the 2nd UNESCO/NGO Collective Consultation on Higher Education entitled "The Role of Higher Education in Society: Quality and Relevance".

Long-term sustainable development results from the tenacity of the partners involved. Thus strategies need to be established by institutions of higher learning to monitor progress in a number of fields and to draw relevant conclusions from their interaction. Vessuri's research indicates the emergence of meta-disciplines - in her case, the Sociology of Science - which are capable of placing major scientific and technological advances in direct relation to the needs of a region (Vessuri: 70.) At the same time, involvement in truly pertinent projects can be an incentive for faculty as this demonstrates the social accountability of institutions of higher education (McDonald and Ratanachai: 42.)

Hence, if higher education seeks to tackle this long-term perspective in an effective manner, it must balance experience and innovation - the known and the unknown. These can then combine to impact positively on the social, economic and cultural aspects of the development process *per se*.

Higher Education Teaching Networks

Issues

Links to Higher Education Reform

If Staff Development was once oriented towards pedagogical research and development, there has now been a radical shift of focus. Today, the worldwide renewal and reform of higher education has placed new emphasis on the teaching and learning functions. These remain the basic business of higher education institutions but their contribution to the overall evaluation of managerial efficiency and effectiveness is subject to closer scrutiny (Silvio:121.) Thus, as audit processes become more common and accountability measures grow more stringent, teaching and learning must be situated in relation to the reform of the higher education sector.

This issue is relevant to all regions. For instance, in Germany, Berendt traces the present situation back to 1976 when the policy to open access to higher education brought about the predicted crisis for the professoriate who were obliged to deal with huge student numbers without an adequate increase in the resources available. In the Arab world, El Hares investigates the connection between declining state revenues, the reduction on higher education resources and the pressure on institutions to improve quality. A similar line is taken by Jones who refers to the reform process as "a culture of change" for higher education institutions and their personnel.

Assessment of Teaching Skills

The studies insist on pedagogical excellence and innovation in order to assure the qualitative transfer of knowledge - this reiterates not only the basic mission of higher education but obliges faculty to regard adequate training in this area as a serious activity which has become more clearly related to their career path - a factor which is of increasing importance (Jones: 117.)

Berendt and El Hares both suggest pertinent criteria for teaching excellence which stress not only academic ability but also strong communication skills. Both authors put special emphasis on the pleasure factor for professor and student alike as an indicator of the successful transfer of knowledge (Berendt:82, El Hares:104.)

Silvio makes a strong case for the changing needs of society to be reflected in the training of faculty. He suggests that the purely pedagogical vision has certainly been questioned and that today's academic must be thoroughly skilled not only in his or her discipline but also in management and technology - hence a broader profile is required to ensure the quality of the pedagogical process (Silvio:126.)

Trends

Changing Professorial Profiles

The renewal of the teaching function has resulted in significant changes in faculty profiles. As the demand for higher learning continues to expand, so the pressure on institutions to provide quality staff has intensified. In a climate where tenure is far less obtainable, this is not an easy task. Thus, as criteria to define good teaching gain importance in the overall quality assessment of institutions, there is renewed emphasis on the ability of the professor to understand both his students and their learning environment.

In particular, faculty are called upon to appreciate the social and cultural diversity of the students themselves, including the learning processes of specific groups (Jones: 116.) These factors must also be studied in relation to their achievement levels which have registered a decline in many countries due to falling standards of secondary schooling. The ramifications of this for a population, whether in developing or industrialized countries, are grave - a recurrent theme during the UNESCO Round Table on "Literacy and the Role of the University" held at the 42nd International Conference on Education, Geneva, 1990.

In many countries, there is an important link between the massification issue and professorial profiles as institutions strive to provide adequate instruction in the face of burgeoning staff/student ratios. On the one hand, this reality has obliged older faculty used to the traditional lecture approach to adopt new teaching methods which can ensure that students receive more personalized tuition; on the other hand, significant numbers of part-time staff have often been engaged to handle student numbers. If such staff are inexperienced teachers, then they need intensive teaching courses to acquire rudimentary pedagogical skills. Thus, the range of faculty profiles in today's higher education institution is already varied and is likely to be more so in the future. This, in turn, has clear consequences for the quality issue.

Knowledge Management

Most Staff Development programmes place emphasis on the uses of Information and Communication Technology (ICT) in teaching. Indeed, these have simply become part of the generation and transfer of knowledge. The implications for teaching of students who are computer literate with a strong visual orientation is discussed in some detail by El Hares and Jones, both of whom note the need for faculty to be skilled in these techniques as well (El Hares:100, Jones:115.)

However, the boldest stance in relation to the phenomenon of ICT is taken by Silvio who suggests that today's professor is in fact a knowledge manager as a result of his diverse professional role.

Commenting on the proliferation and convergence of R & D, information and telematics networks, he depicts a future where faculty must be media-literate and are responsible for ensuring that their students acquire the same sophisticated skills (Silvio:130.) Furthermore, both teaching and institutional quality will be assessed in relation to this capacity for knowledge management.

Student-Centred Learning

As the teaching and research functions tend to be receiving more equal emphasis, clearly the focus shifts to the client - the student whose profiles in terms of age, educational achievement and life skills continue to grow more diverse. These studies highlight this change as well as its impact in varied regional contexts.

El Hares refers to the paradox whereby the increased use of ICT actually frees faculty time for better interaction with students, thus stressing that teaching and learning is a collaborative venture (El Hares:103.) This availability of faculty can also lead to their involvement in career counselling which is particulary useful in contexts where this type of service is not adequately developed. This advisory function may result in recruiting able students to the ranks of the professoriate - which was a major problem in the prosperous 1980s until the tight labour market obliged graduates to rethink their options.

Berendt also acknowledges the needs of the client, citing a selection of preferred staff development topics in Germany and the United Kingdom to demonstrate that faculty are clearly aware of the expectations of today's students and strive to accommodate these in the content of training programmes (Berendt:80,81.)

For Silvio, it is essential to remember that students are key agents in the change process where their contribution is equal to that of faculty (Silvio: 127.) Too often, they have been forgotten in training programmes which is an anomaly given the fact that they will be effective agents of change in societies where they will apply their knowledge and know-how.

Last but not least, the cultural diversity of student populations is a factor affecting not only faculty profiles but curriculum as well. Whether this diversity is indigenous or due to the mobility factor, it invariably calls for innovation in both course content and structure in order to recognize and address present and future requirements.

Perspectives

Recognition of Teaching Skills

Of course, pedagogical excellence cannot substitute for inadequate resources (Berendt:85). However, it is likely that institutions will face a difficult funding situation, coupled with strong demand for student places. It is interesting to note that institutional policy-makers themselves seem to be moving towards greater recognition of teaching ability. Furthermore, this is becoming more strongly connected to the resource issue, as evidenced in the United Kingdom and Australia (Jones:109,110.)

Hence there is an upsurge in teaching awards for faculty and even of rewards which can take varied forms - additional resources for innovative teaching projects (Berendt:84), the prestige of recognition in this area (Jones:117,118) and the freedom to combine academic obligations with consulting activity (El Hares: 105.)

While research will always remain a major and essential function of higher education, the new balance between this area and teaching indicates a perspective which will render the teaching profession more competitive. It is even hinted that an element of insecurity could render higher education eminently more dynamic and attuned to the priorities of society today.

Institutionalized Staff Development Policies

The proliferation of institutional policies and specialized units in this field comes at no surprise to the authors. Indeed these are viewed as a necessary creation of institutions to register the new importance of the teaching process in relation to the ultimate aim of TQM - Total Quality Management.

Silvio refers to the integrated approach adopted for the REDESLAC programme, whereby pedagogics and technology constitute part of the assessment of quality and efficiency in higher education institutions of the region (Silvio:123.) Both Jones and Berendt mention a marked increase in the accreditation of teaching proficiency at the higher education level, while El Hares speaks of the rapid advances in staff development action in his region and the promotional role played by the Arab university network in these initiatives (Jones:112, Berendt:81, El Hares:102,103.)

Thus, as the staff development networks and offices have evolved, their experience has allowed them to adapt to the management of change whereby the quality of the teaching and training functions extend beyond the pedagogical perspective to constitute a basic component of overall institutional excellence.

Managerial and Human Resource Development

Issues

Managing Change

Barnes takes the view that, in a knowledge-intensive society, it is essential that higher education institutions be assisted in assuring their prime function, namely the generation and dissemination of expertise via teaching, training and research (Barnes:133.) In fact, the management process in higher education should be geared to facilitating and enhancing this function. And yet, the radical changes which have marked the sector in recent years have resulted in a generally more confrontational climate as national and institutional policy-makers stake out their particular positions on the various issues. This is evident in all regions, necessitating greater dialogue and co-operation in order to avoid counter-productive outcomes.

At the heart of this matter is the fact that institutions are rethinking their mission in society - a factor mentioned by all authors in this section and a process which must be ongoing if higher education is to be at the cutting edge of social change. In addition, the present climate is fiercely competitive regarding funds, students and even the actual right to deliver higher education as alternative systems appear (Barnes:135.) For institutions, the provision of education which is both internationally recognized and locally relevant has become the most challenging aspect of their function.

According to Van Der Donckt, one major shortcoming appears to have been the ill-preparedness of higher education institutions everywhere to handle the change process (Van Der Donckt:164.) Consequently, there has been enormous demand for training which will reinforce the best asset of higher education - its academic and administrative staff. Thus, human resource development, which extends across management training for all levels of personnel, including the acquisition of specific skills and familiarization with major higher education policy issues, has become a priority goal.

External and Internal Priorities

Barnes refers to the significant interplay between external and internal aspects of the management process which attest to the pressing need for institutions to possess strong skills in both directions (Barnes: 134, 135.) Externally, they need to strengthen their capacity to negotiate with national authorities, with the economic sector and with alternative funding sources. Internally, the common purpose of the institution's components and their enhanced cohesion is the ultimate aim.

Crucial to successful management is the leadership function which, today, requires astute reading of policy issues and the capacity to negotiate the best deal in a tough climate (Van Der Donckt: 164.) It is interesting to note leadership training is considered to be greatly strengthened by the acquisition of an international perspective on higher education. This is a characteristic of training undertaken by various regional rectors' associations where strong emphasis is placed on the ability to act effectively within a specific context yet with reference to a climate of global change. In the interface between internal efficiency and external negotiations, the leader's vision assumes vital importance for long-range planning. In contexts where the modernization of systems and institutions have given much greater autonomy to rectors and vice-chancellors, their function has been radically redefined - a factor which is of the greatest significance in guiding and consolidating the reform process (Csirik: 143.)

However, it is essential that institutional leaders be supported by equally skilled human resources - at the middle management level as well as in the faculties - who are able to cover the range of functions involved in internal management. Thus, there is also strong demand for training of this sort. One example is the programme provided by the IOHE's Institute of University Management and Leadership which runs specialized seminars on topics such as assessment, undergraduate courses and higher education financing. Such courses attract specific clients from within institutions. A closely related area is that of Management Information Systems which are essential for the modernization of institutional practices. The overall aim is thus to set up a team of informed and skilled personnel who are committed to and equipped for the future of their institution. This type of project has found favour with donor agencies which appreciate the contribution made to national and regional capacity-building.

Regional Challenges

As Kashoki and Csirik point out, these issues are particularly problematical for the developing countries of Africa and for Central and Eastern Europe which are in transition towards a market economy.

In Africa, the Zambian experience is indicative of this region which, during the 1960s, gave high priority to reconstructing the African higher education institution so that its character would adequately reflect the endogenous culture and values of this continent. The appointment of African academic and administrative staff certainly achieved this meritorious objective. Unfortunately, the exodus of qualified manpower still continued both abroad and to the private sector, due largely to the inability of the institutions to attract and keep such faculty. Indeed, it seems that the plight of African higher education is an example of compounded problems involving the generation and retention of expertise, the growing need for pedagogical training and the grave managerial issues which necessitate new directions in governance and institutional development. These critical questions prompted UNESCO to organize, between 1991 and 1993 and in collaboration with the Association of African Universities, three special seminars for vice-chancellors of the region. These debates culminated in a major report on the future development of higher education in Africa.

In Central and Eastern Europe, a different climate of urgency is graphically depicted as the higher education sub-sector comes to grips with the reality of sweeping reforms. The adoption of the first Higher Education Act will, in Csirik's words, "reshape the entire system", because the criteria governing the allocation of resources and faculty recruitment will be so radically changed. The pressure on management is quite clear as the provision of newly skilled human resources has become urgent (Csirik:144.)

Trends

Strategic Planning

While this concept is well known to the disciples of change in the economic sector, it has also rapidly gained ground in the higher education context as a means of tackling the growing problems more effectively. Strategic planning recognizes the intricacy of managing a higher education institution in today's world (Van Der Donckt:166.)

The complexity of the problem is readily recognized in all its facets. Csirik alludes to the actual scarce supply of expertise in newly sought disciplines such as Informatics and Business Management and describes the difficulties inherent in restructuration when perhaps too many faculty are tenured (Csirik: 146.)

Kashoki includes strategic planning in his check-list of management priorities in the coming years and stresses the dangers of entrusting key functions - whether academic or administrative - to untrained personnel (Kashoki:159,160.) Moreover, the necessity of training is strongly emphasized for every category of staff. Only this may accelerate the attitudinal changes required to initiate and underpin more efficient institutional management processes.

Coherency in Staff Development

Barnes pleads eloquently for a global approach to planning in this area, claiming that *ad hoc* training will achieve little long-term impact (Barnes: 139.) The first priority is to acquaint staff with their place in the overall structure of the enterprise, a vision which is strongly allied to that of corporate management.

Five key functions have been suggested as the basis of a sound management policy: planning, organization, leading, controlling and development (Sanyal and Martin:2 citing Drucker.) Applied to the staff development field, these require the identification of quantitative and qualitative personnel requirements, optimal use of human resources and facilities, a central focus for this policy area, adequate appraisal and incentive measures and a vision of the future direction of staffing so as to meet institutional needs. In this respect, the case study method is considered a valuable approach in training programmes as it gives actuality and authenticity to the problem-analysis expected (Van Der Donckt:166.)

The experiences cover a wide range of policy foci from the promotion of endogenous capacities to staff development units to academic audit offices. However, everywhere there is an understanding that the strategy should be holistic. Also, this should emanate from the institutions themselves so as to avoid having to meet stringent requirements imposed by outside forces and which may not benefit the particular character of each institution.

Perspectives

Pro-active Higher Education Institutions

While a pro-active stance has often been proposed, this has now become essential. Moreover, this constitutes an irreversible direction for higher education as it turns towards the 21st century. Since much valuable time can be lost in reactive positions, higher education institutions - in all their diversity - would be advised to join forces and adopt a common approach to the challenges at hand.

Today, pro-active institutions possess a vision of their mandate and task - in particular, their capacity to assist in national and regional development, and simultaneously to rank internationally in the knowledge stakes. To achieve this goal, they must be strongly led yet effectively managed to optimize their human, financial and physical resources. This is a challenge demanding considerable investment - but, as Van Der Donckt enquires, why is this not a greater priority for higher education which is a key player in the knowledge industry? (Van Der Donckt: 164). Ironically, it seems that those contexts where resources are most limited view this investment as the most effective way towards the modernization of the higher education sector and its contribution to progress. Their apparent willingness to accept risk for a greater return indicates a keen understanding of the possible gains (Kaskoki:157,Csirik:148.)

The Benefits of Collegiality

While fully recognizing the current crisis, it is suggested that clear advantages can accrue for higher education institutions if a consolidated and coherent position is defined by their various players. This is described as a courageous response and one which evokes the very origins of the institutions themselves since they still remain the guarantor of intellectual excellence in every nation (Barnes:139.)

In particular, collegiality in the delivery of higher education's major mission - the training of high-level human resources - could be a very wise tactic. This would enhance the collective impact of institutions as well as their individual identities. As the future will require greater diversity of expertise, the ultimate aim of capacity-building is valid for both social and economic development. Thus, the particular missions of diversified institutions can be justified and, concurrently, the contribution of higher education to society is strengthened.

In this light, the investment aspect assumes greater significance because the long-term wager is on the future - of individuals and of their societies. Regional NGOs have a key role to play in this regard because their national and regional experience is complemented by a familiarity with international trends. Hence, they are well placed to initiate action which can genuinely benefit specific contexts (Kashoki:159.)

Higher Education and Society

Change for survival, transformation and growth is the predominant perspective emerging from the particular case studies which focus on the systemic and management areas of higher education. Furthermore, the importance of exchanging visions and expectations is advocated as a means of defining strategies which will ensure higher education of quality and relevance in diverse social and economic contexts.

The benefits of international and inter-regional exchanges are described very positively in terms of enhanced managerial quality. Van Der Donckt considers that regional understanding can be enriched by accentuating the plurality of viewpoints and cites this as a prime feature of the IGLU programme. Csirik would seem to advocate staff and student mobility as a necessary investment towards better trained human resources and thus, as an impetus for more rapid progress in transitional economies. Kashoki supports the principle of regional centres of excellence as these are the most cost-effective measures for capacity-building in the African region, while still bringing a wider dimension to the training offered (Van Der Donckt:168, Csirik:148, Kashoki:158,159.)

International co-operation projects in the field of management training for higher education personnel must ensure that certain benefits are realized - notably, broadened attitudes, increased endogenous expertise and collaboration towards attaining more equal levels of development and wealth. Such outcomes succeed in raising the profile of higher education and allow it to focus on the creation of attitudes and climates which will engender meaningful social transformation. This orientation, as the reader is reminded, recalls the very origins of these institutions which kept pace with the spirit of their age and invariably led the way towards the future (Barnes:141.) It is clear, therefore, that their role in today's society must be equally dynamic and progressive.

CONCLUSION

This book therefore seeks to present innovative practices in higher education staff development so that these may be shared - for emulation or adaptation as may be deemed appropriate. Overall, these case studies emphasize three key conclusions:

- **that staff development, as a fundamental element of institutional quality, must be part of an integrated approach which encompasses all types of training necessary for enhanced effectiveness and efficiency;**
- **that investment in human capital has become a vital strategy in tackling the main issues confronting higher education today;**
- **that staff development helps assure the contribution of higher education to capacity-building, and thereby to the human and social development processes.**

Firstly, the experiences all focus on the common goal of excellence - academic, pedagogical or managerial. At the same time, they stress that none of these areas can be treated in isolation but rather should be seen as components of a holistic strategy for institutional development. Furthermore, they demonstrate that the value of this integrated approach to staff development is now widely recognized in markedly different regional contexts.

Secondly, their content relates to current questions which will probably continue to dominate higher education at least during the first decade of the 21st century. In a recent lecture entitled "Issues in British Higher Education for the Next Ten Years" given at UNESCO's International Institute for Educational Planning, Gareth Williams commented on five major issues:

- the consequences of the massification phenomenon;
- modularization as a curricular innovation;
- large-scale investment in new learning technology;
- continued limitations in funding;
- the quality of the academic profession (Williams: Summary.)

As these questions are also of worldwide concern, they require that quality must be defined in relation to the specific conditions of different regions. Regarding the last point dealing with the quality of the professoriate, Williams recommended that:

"Staff development needs to be taken more seriously."

This seems to be already well under way, judging from the issues presented in these case studies.

Staff development has become a top priority for industrialized, developing and transitional states alike, seeking to address training needs on a holistic basis so as to strengthen the academy overall.

Lastly and most importantly, higher education staff development must be situated as part of the capacity-building process. This balances education and training so that each individual realizes his or her talents in order to accede to a better quality of life - as such, it is a tenet of social and human development. As is the case for all agencies of the United Nations system, UNESCO's commitment to the development process is driven by a strong impetus towards the establishment of a more equitable social and economic order. Given the gravity of conditions today, UNESCO promotes the aim of enhanced social and human development which emphasizes the common destiny of humanity in a world where interdependence is ever more apparent. Out of this situation comes the call to share resources - human, financial and physical - in a concerted effort to bring about social justice and a culture of lasting peace in the global environment.

This objective recalls the constitution of UNESCO where "peace can be born in the minds of men" and renders the mission of the higher education community, which is responsible for the creation of knowledge and know-how, much more significant. The particular emphasis on human development, first articulated at the UNCED Conference (Rio 1992) and to be the focus of the United Nations Social Summit (Copenhagen 1995) highlights the need for greater sustainability, self-sufficiency and solidarity amongst the world's nations. The crucial role of higher education in this challenge is obvious given its function as the provider of highly-trained manpower. However, to carry out this function effectively and efficiently, institutions must possess the necessary capacities to guarantee excellence in teaching, training and research and, at the same time, to satisfy the growing call for accountability from funding sources.

Staff development has emerged as a key to the acquisition of these capacities which permit higher education to realize its optimal contribution to society. In the final analysis, successful action in this field attests to the intent of institutions to invest in their human resources - a dynamic Higher Education Staff Development Policy being the primary manifestation of such a commitment. The expansion and reinforcement of these policies in higher education institutions will constitute one of UNESCO's main lines of action in the coming years.

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Section I:

Academic Staff Development

FACULTY DEVELOPMENT IN THE FIELD OF ADULT LITERACY

Mohamed Maamouri

Aims and Scope

Adult Literacy has received relatively little attention from university-based educators and researchers in Africa. Yet there is an urgent need today for the university - as an institution, teachers and programmes - to recognize the importance of adult literacy as an academic field in order to answer the urgent needs faced by African countries in the areas of human resources and capacity-building in literacy.

This paper starts by giving some background on the field of adult literacy in Africa, followed by a discussion of the role of the university in this area. It then addresses priority areas in which the university could start to work, with a focus on staff development. Finally, it considers the Literacy Training and Development Programme for Africa (LTDPA), a North-South university linkage programme, as an example of potential for establishing strong and credible links between the university structure and the world of adult literacy.

Background: Formal Education, Adult Education and Adult Literacy

The World Conference on Education for All (EFA) which was held in Jomtien, Thailand, in 1990, called for universal literacy as a fundamental right, with a recognition that universal literacy should involve both child and adult education. The call for universal literacy arose from the concern among most nations that existing educational institutions, particularly in primary education, were providing education that was neither relevant nor successful in bringing about the social, political, economic and cultural changes desired.

The disaffection with education in Africa in 1990 followed the rocky course of African education of the four previous decades. During the 1960s, a wave of educational reforms swept over most of the newly independent states of Africa after recognition of the failure of the colonial education systems to meet their needs. However, these reforms did not go far enough toward reducing illiteracy on this continent which has the highest illiteracy rate in the world (around 52%). Nor did the assistance programmes of the 1980s help Third World economies and their educational systems to cope with the effects of rapidly rising debt, and galloping rates of demographic growth. To this situation was added the negative impact of structural adjustment on employment and the social sectors, including education. Budgetary constraints in developing countries in Africa and elsewhere led to the worsening of school conditions; the departure of teachers who sought out other employment, and the decline of school materials. The increasing direct and indirect costs of schooling made it more and more difficult for governments, communities and families to support basic primary education.

The global concern over worsening economies and the resulting educational crisis led to a "back to basics" approach to education which stressed literacy, numeracy, core academic subjects and intensified testing, as part of an effort to implement standards for an internationally-equivalent education. Supplemented by recognition of the failure of the mass adult literacy campaigns organized in most Third World countries in the late 1970s, the "back to basics" approach resulted in the emphasis being placed on formal education, to the neglect of non-formal learning of all kinds. This served to establish a serious gap between formal basic education and adult education not only at the level of funding but also, and most unfortunately, at the level of research and resources development.

Undoubtedly, schools play a key role in providing basic literacy, including, in many cases, both mother tongue and official language literacy. Formal schooling, however, is unlikely to guarantee universal literacy without the support of non-formal education, including adult literacy programmes. Illiterate parents are less likely to send their children to school, and the creation of print environments in developing countries will take far too long if one is required to wait for today's children to become adults rather than providing adult literacy and post-literacy support. Links between literacy training and other development activities aimed at adults, such as agricultural development and health, have also become widely recognized and ought to be supported.

Although the seemingly poor results of adult literacy efforts in the 1960s-80s led many international agencies to shy away from literacy, UNESCO has continued to support literacy development. However, UNESCO's functional literacy approach had tended to separate adult literacy programmes from the academic world and placed them entirely in the non-formal context. This non-formal framework reinforced a definition of literacy which promoted the introduction of social, political, economic and other developmental considerations in literacy work.

The appropriation of adult literacy by institutions outside of the formal world of education has highlighted some of the important differences between adult or non-formal education and formal education. Adult education seems to implicitly obey G. Myrdal's principle of practical relevance that leads to the production of quantifiable gains in the form of development, while formal education and formal or school literacy are not expected to be responsive to practical needs. All children are expected to go to school, and literacy is an expected outcome of schooling for everyone. Thus, while few question the results of formal education, adult education is constantly put to a test of practical accountability in order to justify its very existence.

Another key characteristic of adult education is that it has to obey the principle of customer satisfaction in order to increase customer motivation and therefore guarantee a higher level of sustainability. Because it is mandatory for children to attend school, formal education does not have the same pressing need to increase, ensure, reinforce or just maintain the motivational drive of the young learners. However, the extreme costs of high drop-out rates in Third World countries have led policy makers to re-examine issues of relevance and quality in formal education.

Research and Innovation in Adult Literacy

In reviewing the vast field of educational research, one is struck by the disparity that exists between the traditional areas of education, such as child development, pre-school learning, and school-age learning and teaching, that enjoy the support of both specialists and donor institutions, and adult education which receives relatively little attention. Little of the research on reading is relevant to Third World adult literacy problems.

According to Wagner (1987:13) "one prime reason for this paradox ...is that researchers have been motivated more by theoretically derived questions than by research questions based on policy needs." Schooling and formal education appear to have taken advantage of their formal link with the university, its researchers and its overall educational structure, whereas non-formal education and adult literacy have suffered from the marginal nature of their clientele and the lack of underlying institutional backing.

While adult literacy presently enjoys only mixed legitimacy among international agencies, it is a primary concern among ministers of education in many African countries. However, the relative lack of donor interest and the fact that little concrete recognition is given to adult education as a profession make it difficult for countries to fulfil research and development needs in adult education. Many adult literacy programmes in Africa are in the hands of primary school leavers and generally untrained personnel. In addition, many programmes suffer from a relatively high and disruptive turnover as a result of the low salaries and the often voluntary nature of the involvement. In fact, most recent research has been carried out by specialists who were trained on the job and came out of the literacy programmes themselves (Lind and Johnston, 1990).

Why has there been such a limited development of adult literacy studies in African universities? The following brief survey of adult literacy in Botswana, Nigeria and Tunisia attempts to shed some light on the situation.

The Role of the University in Literacy: Past, Present and Future

A report on the UNESCO Round Table on "Literacy and the Role of the University", held in 1990 in Geneva, pointed out that in most parts of the world, universities have not assumed a significant role in the promotion of adult literacy or even of education in general. The place and status of education itself as a scientific subject varies from country to country, but it is clear that the key issues of staff development and teacher training in adult literacy are so marginalized that they barely occupy any place in the curricula of most university and tertiary education institutions.

Universities in developing countries vary greatly in the amount of attention they give to education, as a result of the great diversity of their socio-political contexts and the types of conceptual framework they have inherited from previous colonial regimes. There exists, for example, a distinct dichotomy between the French and British colonial influences in terms of the place and status of education and adult education in university curriculum and research activities.

In the Maghreb countries such as Tunisia, the universities have to a large degree replicated the French university structure. The biases of this structure are reflected in the fact that the universities have been concerned neither with literacy in general nor with primary school education. Theoretical aspects of education have been primarily confined within the larger domain of Psychology which has itself been confined until recently within the Philosophy Departments of Maghrebi universities. The practical aspects of education which relate to learning and teacher training have been relegated to the primary and secondary school teacher training institutions, namely the *écoles normales d'instituteurs* and the *écoles normales supérieures*. The related research is usually placed in the *Instituts des Sciences de l'Education* which have always been appended to the national education ministries and thus are outside of the higher education structure. The fate of these *écoles normales supérieures* vary from one Maghrebi country to another. For example, in Morocco, they became the *Facultés des Sciences de l'Education*, part of the university. They simply disappeared from the university scene in Tunisia, as they were taken over by the traditional-type *facultés* characterized by very classical curricula which continue to manifest a general disregard for educational issues except for a smattering of pedagogical training. Adult education, in turn, receives very little interest because it is not considered deserving of the university's time, efforts and funding. Adult literacy in the Maghreb is the preoccupation of ministries of social affairs and their regional and local directorates which are always understaffed, underfunded, and lacking in trained field specialists who can adequately address the problems.

The traditional lack of interest shown by the university toward adult education is paid back in kind whenever university specialists leave their ivory tower to be involved in adult literacy fieldwork. Describing his experience as a university specialist attempting this type of research in Nigeria, Akinpelu refers to adult literacy as the "territory" of civil servants, ministry bureaucrats and other public officials who have appropriated the field (in Omolewa, 1991). These bureaucrats show suspicion and disdain towards university people who are interested in adult literacy issues and accuse them of only showing concern because they have too little to do at the university. This attitude may also be seen in Tunisia, but it comes more from other university people than from those on the outside. The latter are generally receptive to university specialists who reach out and become involved in the real world of illiteracy.

With the exception of Niger, where important adult literacy programmes were started in the seventies by the Ministry of National Education (Batoure, Nargoundou and Yaroh, 1979; Belloncle, 1982), the Tunisian situation, as described above, applies generally not only to the other Maghrebi countries but to the French-speaking sub-Saharan African countries as well. The English-speaking African countries, on the other hand, appear to have followed a different model of education. In his "Analysis of Adult Literacy and Development in Nigeria", J. Okedara (1994) includes a long list of actions undertaken in favour of the establishment of literacy in Nigeria, including the publication in 1927 of a British white paper recognizing "Adult Education" and "Community Development" (including literacy). Okedara and Okedara (1992:99) describe how "the British government became interested in literacy around 1941, after the outbreak of World War II, because of the need for literate colonial military personnel. At that time, an adult education department was set up in each of the three regional ministries of education."

As early as 1948, following the British educational system, many anglophone African universities created teacher training colleges, adult education institutes and extramural studies departments as part of their university structures (Omolewa, 1975). The Institute of Education of the University of Ibadan was created in 1961 along with the first African schools of education. In 1964, the UNESCO Institute of African Adult Education was created at the University of Ibadan in Nigeria. Its main objective was to introduce adult literacy research into the university, and its activities focus on functional literacy and on evaluation.

Following the UNESCO decision to make education a developmental priority and a basic human right and the *Experimental World Literacy Programme* experience which lasted from 1967 to 1972, the Nigerian universities created a staff-development programme for the training of middle-range literacy teachers and community development workers. In 1971, the University of Ibadan introduced a three-year Bachelor of Sciences degree in the education sciences. Other African universities, including the University of Benin, the University of Lagos, the University of Nigeria in Tsukka, the University of Bayero in Kano and the University of Khartoum in Sudan, soon followed suit in offering a similar degree. The staff development curriculum of these universities included adult education, communication science, and technologies. Advanced graduate MA and PhD adult literacy courses followed and were available as of 1974 at the Universities of Ibadan, Lagos, Obafemi Awolowo (ex-Ife), all in Nigeria. Intensive training sessions in adult literacy took place regularly in most English-speaking African universities with a wide range of additional specialized courses to adapt their training to the adult learners. Departments and Institutes of Education in Tanzania, Ghana, Nigeria, and Botswana helped in this important contribution to the training of adult literacy teachers and field specialists (Akinpelu and Omolewa, 1989; Coles, 1983).

The result of the participation of the Anglophone African universities in the adult education movement of the sixties and seventies led to a quantitative leap in the development of research in formal education and in adult literacy in topics such as learning theory, drop-out and motivational issues, literacy sustainability, and adult literacy policy and planning in multilingual settings. The Universities of Ibadan and Botswana also took an active part in practical literacy campaigns and gained considerable recognition and credibility in the promotion of adult literacy in their respective countries. In the Extramural Studies Programme at the University of Ibadan, for example, adult learners can get their *General Certificate Examination* (GCE) in two years and teachers can get a continuing degree in adult literacy teacher training without having to leave their jobs.

Much of the research on adult literacy in developing countries has been promoted by UNESCO, first through the *Experimental World Literacy Programme* of the late 60s and early 70s, which led to the publication of 229 documents from experiences carried out in eleven countries (Lind and Johnson, 1990:26), and secondly through the establishment of an international exchange network. Since the demise of the International Institute for Adult Literacy Methods (IILAM) based in Teheran, however, the network has been unable to successfully face the challenge created by the 1976 *Recommendation on the Development of Adult Education* and the 1990 *Declaration on Education for All.* Nonetheless, some progress made by institutions such as the UNESCO Institute for Education (Hamburg, Germany), the International Institute for Educational Planning (IIEP-Paris), the International Council on Adult Education (Toronto, Canada), and the plans to establish an International Literacy Institute at the University of Pennsylvania (Philadelphia, USA).

In 1984, the African Association for Literacy and Adult Education (AALAE) was founded with the purpose of responding to the changing realities in the field of adult education and to help provide greater recognition for adult education as a profession. AALAE identifies the need to mobilize and train sufficient personnel in the field of literacy as the biggest problem facing literacy programmes in Africa, and supports information sharing and the organization of training workshops at the regional, subregional and local levels (AALAE, 1993). AALAE does not appear to have formal linkages with higher education structures of the countries concerned.

Key Issues in Adult Literacy Staff Development

In providing academic and professional training, research, and development in the field of adult literacy, one should consider three main points which are a crucial part of staff development: (1) the teaching methodology; (2) the choice of the language of instruction; and (3) motivation for learner participation. Staff development is a critical factor in the success or failure of any adult literacy programme and of a wide variety of development programmes which are beyond the confines of education (Okedara, 1993).

Adult literacy needs a staff development programme which focuses on key issues in adult education and tries to integrate these into the training curriculum to satisfy learners' needs and increase their motivation for participation. The curriculum should present the needed conceptual framework for work in adult literacy, but also have a practical research orientation which emphasizes field work, experimentation, and pedagogical innovation. Domains to be included in such training are: (1) general adult psychology; (2) educational psychology, including testing and evaluation; (3) psycholinguistics; (4) linguistics, including linguistic training for the description and analysis of lesser-known native languages, and sociolinguistic training in language policy and planning; the adult literacy specialist should be able to select and justify the appropriate language of the adult literacy programme in bilingual and/or multilingual situations; (5) use of technology in adult literacy; the use of computers in literacy work is gradually increasing, bringing with it certain benefits such as an increase in learner motivation, a better pedagogical format for literacy content, quick, cheap and efficient quality desktop publishing for literacy and post-literacy reading materials, and the possibility of multiplication with the use of telecommunications and networking; computers can also be used for the evaluation of literacy acquisition via on-line programmes; (6) cross-cultural issues in literacy; and (7) economics of development.

The African university faces a crucial choice in staff development: either to meet the challenge of updating its structure and its methods in order to avoid being undermined by charges of inefficiency and lack of appropriateness, or to be marginalized in the important developmental decisions of the future. University teachers must be trained in adult literacy before training the adult literacy workers, and the academic world of the university should be moved closer to the practical issue of adult literacy. The rest of this paper will describe and discuss one innovative programme which attempts to closely involve African universities in adult literacy work.

The Literacy Training and Development Programme for Africa (LTDPA)

The *Literacy Training and Development Programme for Africa* (LTDPA), established in 1991, involves a linkage between the University of Pennsylvania in the USA and three African universities - the University of Tunis in northern Africa, the University of Ibadan in central Africa, and the University of Botswana in the southern African region. Following the recommendations of the partners in the World Conference on Education for All, the objective of the linkage is to enhance the capacity of each university to carry out development, training, and research in literacy. Under the linkage programme each of the African universities has established a Regional Literacy Centre (RLC) with strong linkages to the National Centre on Adult Literacy (NCAL) at the University of Pennsylvania. The programme is funded primarily by UNESCO and USAID, with additional funding from the universities themselves as well as other institutions.

In Africa, where human resources development is very critical, and where literacy rates are the lowest in the world, there has been very little co-ordinated work in the field of adult literacy. The LTDPA attempts to address these needs by offering a co-ordinated effort to improve the quality and efficiency of literacy programmes in and across Africa. The primary role of the RLCs is to enhance training, development, research, and dissemination in basic education and literacy for each country and its adjacent region, as well as to network with other centres of excellence in literacy such as the other RLCs and the NCAL of the University of Pennsylvania. The LTDPA provides technical and financial resources for each RLC to focus on priority issues in literacy for the region. One important outcome of the linkage to date has been an increase in exchange of information and experience in literacy across different countries and regions in Africa.

Staff development is an important component of the LTDPA, whose primary staff development vehicle is a series of training events for literacy professionals from Africa and around the world. An annual Literacy and Development Workshop is held each summer at the University of Pennsylvania, and a Literacy and Development Forum is held each winter at a developing country university, usually in Africa. The Summer Workshops are aimed at mid- to upper-level professionals in the field of literacy and basic education, as they focus on important research, development, and training issues in literacy with an emphasis on issues facing developing countries. The Fora are centered on regional issues for the country in which they are held and are also more practitioner-oriented. All of the training events have a partial aim of training young university-based specialists from a wide range of backgrounds and fields in adult literacy. Past university-based participants have come from the following university departments: adult education, computer science, communications, linguistics, economy and development, mathematics, and others.

During the two previous summer workshops (held in 1992 and 1993), topics covered included: literacy and training, gender and family issues in literacy, intersectoral approaches to literacy, literacy and technology, applied research and evaluation methodologies, programme management, and multilingual issues in literacy. The 1994 Workshop will have a special focus on assessment and evaluation of literacy. The first African Forum took place in Gaborone, Botswana in February 1993, with an emphasis on Southern African regional issues. The second Forum, which focused on language issues in literacy for Africa and the Arab region, took place in Tunis, Tunisia in February 1994. The third Forum is scheduled for Ibadan, Nigeria, in February, 1995.

In the recommendations of the 1993 summer workshop, the participants expressed an urgent need for governments to allocate more resources to literacy, as well as a need to formalize the training of adult literacy teachers. The workshop participants urged the LTDPA network countries to initiate collaborative research projects on the teaching and learning of literacy skills by adults "... in order to provide comparable data, avoid duplication of effort, and build a knowledge base on adult literacy in the African context." (p. 6) The recommended research programme constitutes an excellent training framework for literacy staff professionals, including the following components: identification of appropriate and inappropriate teaching methods for adults; comparison of how different methodologies affect the participation of men and women in literacy classes; identification of target groups for literacy; measurement of the impact of family literacy approaches, and identification of best practices in literacy education. By embarking on such a collaborative research programme, the LTDPA network hopes to enhance credibility of local expertise while increasing its institutional capacity through training.

The LTDPA network has focused on enhancing the existing capabilities of the host institutions by integrating the RLCs into the existing university structures rather than trying to create new hierarchies. At the University of Botswana, the LTDPA is part of the Institute of Adult Education, an institution which works closely with the Botswana Literacy Programme. In Nigeria, the University of Ibadan ranks as one of the most highly respected institutions in Nigeria and in Africa. It has undertaken research in mother-tongue and second language literacy for several years and has played an important role in Nigerian literacy campaigns. In Tunisia, the LTDPA is now located at the University of Tunis 1 Presidency, and works closely with the *Institut National des Sciences de l'Education (INSE)* which is located within the Ministry of Education and Science. The INSE was created in 1969 as a centre focusing on multidisciplinary educational research activities, with the objectives of providing training for teachers and other education personnel, and evaluation of textbooks and teaching methods in all educational fields. In all three countries, the LTDPA programme is attempting to provide support in the development of human resources through the training of specialists which will enable all three African university institutions to enhance staff development by training badly needed adult literacy specialists.

Conclusions

Greater university involvement in adult literacy has the potential to enhance research, training, and development in the field. One reason for this capacity is that the "independence" of the university in matters of research, policy planning, curricula and training materials design makes it both a relatively neutral and credible place for the strengthening of adult literacy as a scientific domain. A second reason is that faculty development in universities can fill a badly needed gap in the field of literacy, which is lacking greatly in technical expertise.

The LTDPA is an important model for the training of university-based adult literacy professionals. It can provide the necessary expertise for the training of national and international high-level manpower. The LTDPA network should and will certainly continue to promote and encourage training, evaluation, and research in literacy education. It hopes to continue building a base of national and international support over the long term by fully playing its role as a capacity builder and "an honest broker" in adult literacy matters. It is only by fulfilling its role of know-how provider and capacity builder in the vital area of adult literacy and adult education in general that the university, as an institution, may regain its place and leading position in the promotion of human values and of sustainable social and cultural development in Africa.

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ASSISTING NEW ACADEMIC PROGRAMMES IN ENVIRONMENTAL MANAGEMENT IN DEVELOPING COUNTRIES

Geoffrey McDonald and Chatchai Ratanachai

OVERVIEW

Introduction

The environment, and particularly its integration into economic planning through the principles of sustainable development, has become a major priority area in all countries and especially in those rapidly growing economies in the developing world. Arguments about the definition and meaning of sustainable development notwithstanding, the essential principle is clear enough: a significant change in development philosophy is needed that incorporates natural resources and environment into development planning and takes a long-term view of the stock and quality of natural resources for future generations. Universities have a significant role to play in addressing problems of sustainable development.

Although by no means the origin of concern in this field, the United Nations Conference on Environment and Development Conference (UNCED) held in Rio de Janeiro in 1992 sharpened the world community's focus regarding the key issues and in general terms the required solutions. Agenda 21 (for the 21st century) provides a comprehensive programme for all aspects of environment and development. Scientific research, capacity building and education permeate Agenda 21 action plans and specific attention is given to these in three chapters. Emphasis is placed on:

- strengthening the scientific base and research capacities especially in developing countries in areas relevant to the environment and to the generation and application of local knowledge;

- promoting integration of environmental and development concepts in all education programmes. This is one of the key recommendations which emanated from the 1992 UNCED meeting.

Accordingly, there is an increasing pressure on higher education institutions for research output, appropriate local technology and trained people to meet these demands.

This paper describes and evaluates a project funded by the UNESCO UNITWIN programme which provided for staff development in the new Faculty of Environmental Management (FEM) at Prince of Songkla University (PSU) in Hat Yai, Southern Thailand. The programme at PSU focuses on postgraduate studies and promoting research fields directly related to sustainable development. The project grew from and enhanced an already existing link between PSU and the Faculty of Environmental Sciences (ENS) at Griffith University (GU), Brisbane, Australia.

While the UNITWIN project had modest financial support, it provided the opportunity to enhance the existing links and to mature the programme at PSU through staff development and research.

The experiences of this project are relevant to other universities wishing to expand their programmes in the Environmental Management field, especially those involving arrangements between higher education institutions in industrialized and developing countries.

Rationale for the Project

The programme grew from an existing Australian-funded development assistance project with Thai universities. The foundations for staff development and more mature links were already laid. The choice of Environmental Management for support by the original donors and UNESCO arose partly from the global priority given to environment issues in those agencies' programmes and partly because of the high priority given by the Thai Government and PSU itself to addressing environmental issues. Catastrophic floods in Southern Thailand in 1988 were a catalyst for action, but even prior to this event, environmental quality problems arising from air and water pollution were already evident and significant conflicts in the use of natural resources (notably in coastal areas) were becoming more frequent.

The growing pressure on universities throughout the world to respond to these kinds of problems and to assist in increasing national capacity to deal with them is reflected in Southern Thailand where there is substantial and growing pressure from various national and local government agencies to train students and to provide research results relevant to public decisions.

PSU had already made a significant start in this direction from its own resources and was eventually backed by the national government which in 1991 announced funding for a new faculty. Without outside assistance, PSU would have made a major contribution but international assistance extended local capacity still further.

THE SOCIAL AND INSTITUTIONAL CONTEXT

Environmental Issues in Thailand

Thailand has a rapidly developing economy with GNP growth rates averaging 10% per annum over the past five years. This growth produced substantial gains to material living standards in Thailand and, whilst among the fastest in the world, has not occurred without significant environmental and natural resource use problems, including air and water pollution, loss of forest and fishing resources, increased damage from natural hazards and social pressures from urban sprawl and inequalities.

The Thai Government recognized the importance of addressing environmental problems in its 7th Five-Year Plan (1992-1996) and many initiatives took time to provide better management for the environmental and natural resources. Amongst these initiatives is the commitment to education and training including the development of the new Faculty of Environmental Management (FEM) at PSU. Being the only public university located in the southern region of the country it creates specific challenges and opportunities for the university in its regional setting.

Southern Thailand shares the economic growth and also the resulting environmental pressures with the country as a whole. The most important environmental problems in this region include:

- water quality and water-use conflicts, especially in the shallow Songkla Lake, a major regional water resource;
- coastal management and protection of fisheries habitats and fisheries;
- rapid urban development causing pollution, loss of farm land and community disruption;
- watershed management problems resulting from forest clearing causing aggravated flooding in towns, cities and on farmlands;
- massive increases in the area of aquaculture, especially shrimp farms in coastal lowland areas causing water quality problems, land-use conflicts and potential long term problems from uncontrolled growth and needs for rehabilitation.

Most of these problems in the natural environment have led to severe social difficulties, including conflicts among competing social groups and major transformations of traditional life-styles. They have all been the subject of some research by government agencies and by staff and students at PSU; but there is still much work to be done to provide a scientific base for their solution and to train staff to work in implementing agencies.

The Cooperating Institutions

Prince of Songkla University

PSU was established in 1967 as a multi-campus institution at Hat Yai, the largest city and commercial centre of Southern Thailand. By 1991, there were 8000 undergraduate and 300 postgraduate students enrolled at the university. The Hat Yai campus is the university's science and technology centre and comprises nine faculties: Engineering, Science, Management Science, Natural Resources, Dentistry, Medicine, Pharmacy and Nursing as well as a Graduate School. Two new faculties are being established: Social Sciences and Environmental Management.

Environmental issues and locally focused research and education are important features of all the programmes recognizing the university's regional role in the south. Apart from the inter-faculty MSc programme in Environmental Management, the Faculties of Natural Resources, Science and Engineering all have a significant research and training role in their own disciplines relating to Environmental Management. Specialized centres have been established for Coastal Management (CORIN) and for GIS and Remote Sensing.

The Faculty of Environmental Management

With support from the Seventh National Economic and Social Development Plan (1992-1996), PSU established the Faculty of Environmental Management (FEM) to further the university's commitment in Environmental Management research and training. The new Faculty concentrates expertise in Environmental Management in one centre. It is responsible for postgraduate coursework and research supervision and provides a focus for pure and applied research in Environmental Management. The Faculty will have an academic staff complement of approximately twenty people in its areas of emphasis: Engineering, Natural Science and Social Science. Many of the new staff of the Faculty will be graduates returning from international fellowship programmes.

The Thai government has high expectations of this new Faculty. In addition to its core post-graduate teaching function, the new Faculty has an obligation to act as a regional resource in environmental science expertise for the Government of Thailand. This function will be carried out through applied research and training programmes directed at the regional staff of national government agencies, at provincial government offices and at local government and local communities. Staff of the Faculty will also supervise the conduct of Environmental Impact Assessment of major projects, mandatory under Thai law.

In addition, the Faculty will form co-operative links with industry in the region to promote Environmental Management.

Griffith University

The GU Faculty of Environmental Sciences (ENS) is the oldest and largest programme in Environmental Science and Management in Australia and one of the largest in the world. Established in 1976, ENS has a tenured staff of 55 from all the major fields of Environmental Science and Management including Land and Water Management, Ecology, Social Sciences, Pollution and Health, Environmental Planning, Law, Environmental Engineering and Environmental Education.

ENS has teaching programmes in Environmental Studies, Environmental Engineering and Applied Mathematics and Statistics at the undergraduate level with enrolments of approximately 700 students. At the post-graduate level, ENS has full-time and part-time coursework Diploma and Masters programmes in: Environmental Management, Environmental Engineering, Environmental and Community Health, Environmental Education and a Diploma programme in Environmental Practice. There are over 200 students currently enrolled in these programmes. Research degrees are offered at the Masters (MPhil) and doctoral level (PhD). Over 80 students are currently enrolled in these programmes.

Compatibility between the emerging FEM at PSU and ENS at GU is very high with parallel programme emphases in Science, Engineering and the Social Sciences providing the core in both institutions.

ISSUES IN THE DEVELOPMENT OF ACADEMIC ENVIRONMENTAL MANAGEMENT PROGRAMMES

Some General Problems for Higher Education in Developing Countries

There is always unlimited demand for quality in academic education and research programmes. Unfortunately, throughout the world, financial considerations are dominant in terms of the ability of societies and their governments to afford high standard programmes and, especially, research. It is also unfortunately true that the behaviour of scientific staff themselves is also significantly affected by financial considerations and career advancement opportunities.

The situation for the smaller regional universities in highly centralized developing countries such as Thailand is serious in these terms. National budgets must stretch to meet many needs and university funding must be directed to provide undergraduate training in essential scientific and technical fields before funds are directed to research. Few such regional universities have the luxury of post-graduate programmes or core funding for staff to engage in research.

Incentives are not high for staff to carry out research and many staff simply do not undertake this activity.

Academic salaries in developing countries are very low compared with those offered in the private sector, especially in sought-after technical fields such as Engineering, Business and Information Technology. Universities find it difficult to attract and retain staff in these fields especially. An offsetting trend is for many staff to have second jobs or active consulting or government assignments. This may solve the financial disparity for the staff member and assist in overcoming a shortage of human resources, but it does not always meet the need for research and improved teaching and staff development.

Rewards systems for research, especially multi-disciplinary research, are not well developed. Energetic and productive staff tend to be drawn to the better funded and larger universities in the metropolis or possibly overseas. For those staff from the smaller regional universities who seek higher degrees, frequently overseas, the likelihood of their being attracted elsewhere is very high. While tight financial bonding in Thailand has minimized this problem, the brain drain in developing countries remains substantial, especially in medical fields.

All these factors mitigate against the number of suitable candidates for doctoral research training and also, ironically, the willingness of the university to approve leave for them.

Additional problems for human resource development in universities include language difficulties. In the case of Thailand, this significantly reduces the number of potential applicants and their chances of success.

The Role of Universities in Environmental Management

The need for universities to contribute to sustainable development was briefly outlined in the introduction. As key institutions in training and in science and technology, their role is quite obvious. However, there is an additional, less tangible, role for universities located in developing countries, especially those in regional areas such as southern Thailand. Universities in these areas are focal points for science and education and key catalysts for modernization and social change. Their staff and students have a dominant position in the educated and informed elite of the region and play an important role in community affairs, in informing the community and assisting articulated community concerns - a role perhaps not so obvious or dominant in metropolitan regions of developing countries. Universities are often involved in advocating causes, promoting NGO groups and, not infrequently, in community action and politics. In this context, universities have an important position of trust in the community and an ethical responsibility to meet community needs.

With respect to the environment, it is important that each university adopt policies consistent with environmental responsibility in all its affairs. They lead by example. Many universities have adopted or are considering adopting environmental charters that formalize their commitment to the needs of the environment in the university itself, its programmes and in its relations with the community. (McDonald and Simpson, 1994).

Specific Issues for Environmental Management Programme Development

The are many options for universities to accept the challenges of sustainable development and environmental management. Should new academic units be established? If so, in what form and how should they be represented in the university governance system? What combination of teaching research and community service activities should they have?

The emergent field of Environmental Management has a chequered history. In the university system throughout the world, Environmental Science and Management tends to be a marginal field that survives without the level of support given to mainstream disciplines. Recently this situation has begun to change, although not universally. Environmental Management has emerged in a number of different ways:

(i) as a **voluntary unit** of committed individual staff operating on the margins of the system. These groups may be involved in teaching a small number of cross-registered undergraduate courses, run a post-graduate coursework programme or just be a focus for research and community-based action. This is the most common model. Such a unit usually receives little support from the central administration and limited support from the allied departments. These units have few, if any, tenured staff of their own and their survival is precarious, as it is perhaps dependent on the goodwill of a few key individuals and compliant departments. While these volunteers may come from almost any department, typically they come from Ecology, Economics, Sociology, Engineering and the Earth Sciences;

(ii) as a **research centre** using university or grant funds. Such centres often focus on high priority research topics of community concern, for example pollution, waste management, fisheries or sustainable agriculture depending on their location. Occasionally, these centres have a teaching function in cross-listed courses in the university faculties. With good leadership, they may expand and fill a permanent research niche, otherwise their future may only be as long as the grant money and the contracts of the leading staff. To be viable such a centre would need at least 6 - 8 staff in a number of disciplinary areas and with one or two research concentrations;

(iii) from the **mutation of an existing department** into Environmental Management. This often occurs by increasing the scope of departments such as Earth Sciences, Natural Resources Management and Planning or Geography. It may be successful but has the intrinsic weakness of being tied to an existing discipline. Sometimes this may be little more than a name change designed more to provide a home for an existing small unit or to salvage a dying department than to make a commitment to Environmental Management. The quality and comprehensiveness of the commitment to the environment is not guaranteed and the emergence of other significant units in the university is likely;

(iv) the **creation ab initio of a new faculty** in the area. The faculty may offer both undergraduate and postgraduate programmes in which case it will be large. The large numbers in undergraduate programmes still have the predominant influence on faculty finances and its size. Faculties established specifically to deal with

> Environmental Management are not very common. Viable size would depend on what proportion of courses are taught by staff in the new faculty. For a graduate programme, at least 10 - 12 staff would be needed and for undergraduate programmes, say 30.

Environmental Management requires multi-disciplinary skills because environmental problems are complex and always involve both Natural and Social Science perspectives. The environmental manager will typically have disciplinary expertise in one field together with expertise in Environmental Management concepts and techniques. Disciplinary scientists need to acquire experience and skills in the intersecting areas between disciplines and specific expertise in the Environmental Management aspects of their own.

Such people can be trained in the relatively few undergraduate Environmental Management programmes. Alternatively, discipline-trained scientists and engineers can have post-graduate education or in-service training. To meet personnel needs quickly, it is quite efficient to retrain or enrich the skills of experienced discipline-trained staff. In this respect, training Environmental Management staff is not that different from providing significant new technical skills in any field - for example, Information Technology for librarians.

Environmental Management in higher education is expected to be able to deal with training and research related to environmental issues and problems in the local region. Development problems in countries such as Thailand or specific regions like southern Thailand are not unique; the development context and the tropical ecosystems are common parameters found in many countries of the region. Whilst solutions to development and environmental dilemmas must be addressed at the level of the nation state, many countries share Thailand's problem in accumulating appropriate scientific data and skills and implementation strategies for the tropical bio-physical circumstances: tropical hydrological systems, soil formation and erosion processes, forest types and growth processes and mangrove systems, to name a few. The needs are for relevant integrated research and planning in the context of very rapid growth and change. The search for implementable environmental planning and management solutions has not yet been very rewarding in Thailand or other countries. Integrated bio-regionally based research leading to integrated bio-regionally based implementation is an urgent need.

Apart from establishing new academic units even at the full faculty level, all academic disciplines and all individual staff need to include those elements of sustainable development that are relevant to their fields. They must integrate the environment fully into research and teaching where possible and adopt an environmental ethic appropriate for their discipline. It is not sufficient to leave Environmental Management to the particular unit focusing on it. For example, there is a great deal in Agenda 21 which proposes philosophies, methods and techniques to incorporate sustainable development into Economics. This is relevant for economists in almost all areas of the discipline. Natural Resources Accounting is one such area which is important in national accounting and development planning. University Faculties of Economics, just to name one discipline, must make a commitment to research, evaluation and training in the area of sustainable development.

The implications of this discussion for staff development in Environmental Management are:

- there are many possible university structures for housing Environmental Management and the needs and opportunities for staff development will differ;
- the need for local content and responsibility in Environmental Management requires considerable *in situ* training and joint research efforts and thus it is undesirable to assure a high proportion of staff development activity off-site;
- in some areas, especially professional areas such as Engineering and Environmental Health, there will probably be a shortage of staff available;
- the research traditions of the different fields involved in Environmental Management mean that there must be a matching multi-disciplinary capability on the part of the counterpart institution.

PROJECT DESCRIPTION

Short-term Perspectives

PSU introduced a Master of Science programme in Environmental Management (MSc Env.Mgmt)) in 1987. This is a two-year full-time combined coursework and research degree programme managed and taught by a consortium of staff from fifteen departments in five faculties (Science, Engineering, Management Science, Natural Resources and Social Sciences). This programme operated until recently under the general guidance of the Graduate School. The annual intake is approximately fifteen students.

There has been significant progress to date in the development of Environmental Management training at the post-graduate level at PSU. ENS has provided assistance to PSU since 1988 with funding provided under the Australian aid programme. The International Development Programme of Australian Universities and Colleges (IDP) has supported the development of the MSc (Env.Mgmt) at PSU as a component of the AIDAB "Thailand University Development Project". IDP support to the project commenced in 1988 and the first phase will be completed in 1994. Some of the main activities of staff and programme development under IDP and UNESCO support include a visit by eight ENS staff to FEM to provide specialist advice. These staff have visited all faculties at PSU, to teach at the Master's level, present short courses and to advise on course development, equipment, scientific literature and research.

Several activities resulted from this co-operation:

- Working together, PSU and GU staff have conducted a number of collaborative workshops and short courses. One was on Integrated Environmental Planning and Management with the Thai Office of the National Environment Board. In addition, there was an international workshop on Waste Management and an international training course on Environmental Impact Assessment;

- Funding has been made available for equipment and research support;
- ENS has hosted short visits by seven PSU staff (not all FEM experts) during their study visits to Australia to discuss teaching and research, to see laboratories and field stations and to observe government and industry environmental programmes;
- Five PhD fellows have received awards under the programme to date and two more are expected;
- Project management has shared between ENS and PSU with many discussions about priorities and means of achieving goals.

Long-term Perspectives

The long-term objective of the UNESCO UNITWIN project is to develop a twinning agreement between ENS and FEM and hopefully in future years to expand the network to other countries in the region. Twinning would provide opportunities for:

(i) *Post-graduate teaching* by providing the avenue for students enrolled at either university to take courses for credit at the other institution, encouraging the presentation of compressed courses by GU staff at PSU and the continued sharing of curricula and teaching materials;

(ii) *Post-graduate research* providing the administrative means to allow joint supervision of higher degree students enrolled at either university, and the encouragement of GU researchers to carry out research in Southern Thailand through contacts, infrastructure and a literature base. At present, attention is being given to the design of "sandwich" PhD programmes which may provide supervision at GU for students at PSU without the requirement for too lengthy on-site residency;

(iii) *Staff Research and Development* by assisting in the development of specific methodologies for environmental research and management tailored to Thai conditions and by encouraging the preparation of joint research projects and of strategic research programmes.

The agreement will provide for staff exchanges and encourage sabbatical visits between staff of PSU and GU and will facilitate the sharing of practical skills in programme management. Scientific information exchange will be assured through electronic networking, .

CONCLUSIONS

Environmental Management programmes are considerably context-dependent with regard to laboratory work, their commitment to local problem-solving, obtaining research funds for tactical and applied research and in terms of meeting the professional needs of the students. Most of the activities involved in staff development must be undertaken locally in the country. Local training is cost efficient since operating costs are lower and a large number of people can benefit. Attention can then be directed to relevant local problems.

A number of the activities in this project are collaborative - for example, the joint presentation of workshops, training courses and conferences. A project should encourage young scientists to sit on the organizing committees of international conferences and to present papers. This provides peer group exposure which matures staff and develops a research culture. Moreover, younger staff come into contact with the international community of scholars and can establish academic networks. In this instance, the holding of international workshops provided specific training experience for the local experts who presented these activities and this aspect benefited the local image of the new FEM.

Staff reward structures are also important. Internationally funded staff development programmes provide international travel and encouragement for staff as a reward for their involvement in new activities. It helps create loyalty and commitment. In many cases, new activities are net additions to staff workloads which are not particularly well rewarded in other ways.

Environmental Management programmes are multi-disciplinary. Staff development and programme support must also be multi-disciplinary, otherwise diverse needs will not be met and programmes will become unbalanced towards one or other discipline. The institutional base and staffing of development projects in the area need to come from multi-disciplinary institutions or, at least, to comprise multi-disciplinary teams.

Allowing time for building mutual understanding and trust between co-operating institutions is of the utmost importance. Determining staff development needs and opportunities in evolving programmes requires mutual understanding. This takes time. It means that, other things being equal, a project with a fixed budget would be more effective with half the annual expenditure over twice the length of time. A special benefit of twinning is its long-term perspective. Twinning thus provides additional benefits not available to a programme of scholarships, a research project, equipment funding or the appointment of expatriate experts.

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AFRICAN RELIGIONS: A NON-TRADITIONAL APPROACH TO ACADEMIC STAFF DEVELOPMENT

A case study of the development of the UNITWIN network for Southern Africa

Gerrie ter Haar and Henk J. van Rinsum

Introduction

1992 marked the official start of the UNITWIN network for southern Africa. It was initiated by Utrecht University in the Netherlands, in collaboration with its southern African partner universities, the University of Zimbabwe, the Universidade Eduardo Mondlane in Mozambique, the University of the Western Cape in South Africa, and the University of Namibia. Recently the University of Lund in Sweden and the Ruhruniversität Bochum in Germany have also joined the network.

In our contribution we want to sketch the origin and development of the network. In doing so we will focus on one of the bi-lateral co-operation projects between Utrecht University and the University of Zimbabwe as an example of how a bi-lateral project of academic staff development may become an integrated part of a multi-lateral network - in this case, the UNITWIN network for southern Africa. In fact, this network is gradually evolving from the bi-lateral links of Utrecht University and its European partners with their southern African counterparts into a multi-lateral programme of co-operation involving not only north-south but also south-south relations.

Before we present this case study, we will describe the history of the development co-operation programme of Utrecht University and the general features of the network.

Utrecht University and Development Co-operation

In 1967 for the first time, the Dutch universities discussed their role in the field of development co-operation at a conference held in Utrecht. During this so-called Utrecht Conference, the universities acknowledged their responsibility for bridging the gap in the global dissemination of knowledge. The conference also marked the start of a Dutch programme for university development co-operation, financed by the Dutch Ministry of Development Co-operation and administered by NUFFIC, the national organization of Dutch higher education institutes for international co-operation. This programme envisaged the creation of small-scale projects between Dutch universities and counterpart universities in developing countries, aimed at staff development and the upgrading of teaching and research at department level. Utrecht University played an active part in this programme. Although NUFFIC administered the programme as a whole, it appeared necessary for each of the participating Dutch universities to establish its own management infrastructure. Accordingly, the Utrecht Conference and the establishment of the programme for university development co-operation resulted in the establishment of an office for international co-operation at Utrecht University at the beginning of the 1970s.

For Utrecht University, the first phase in its development co-operation activities (1970-1980) was marked by an emphasis on mostly isolated, small-scale projects in Indonesia, mainly based on personal contacts of Utrecht staff and concentrated within Geography, Anthropology, Biology and Veterinary Science. During this initial phase, there was no clear policy at the institutional level. The second phase of the development co-operation activities (1980-1990) at Utrecht University was characterized by an expansion in the volume of activity. This was due to the growing commitment of scholars within the faculties of Utrecht University involved in such activities. Furthermore, this growing commitment was underpinned by the positive attitude of the administration of the university with regard to university development co-operation. The central administration made human as well as financial resources available to stimulate faculties and departments in this type of work. The expansion of activities prepared the way for a new phase (1990 to the present) of development co-operation activities that can be described in terms of the transformation from bi-lateral partner relations into multi-lateral networking.

In January 1990, after thorough discussion within the university, the university board issued a policy paper on development co-operation which formulated the profile of Utrecht University's programme. It stated the university's responsibility for a fair and global diffusion of knowledge within the international scientific community. Through participation in the process of *transfer and development of knowledge* in co-operation with counterpart institutes in the so-called third world, Utrecht University wishes to contribute to the improvement of the system of education in developing countries. The leading principle of Utrecht University is *long term commitment* in order to stimulate the development of the *sustainable educational and research capacity* of partner institutions of higher education in developing countries.

In the view of Utrecht University, the concept of *institution building* is central for university development co-operation. This implies strengthening the education and research capacity of the counterpart institution in various ways. This can be done by long-term expertise or in combination with short-term expertise for specialized courses, as well as through transfer of laboratory apparatus, materials, stationery, books, and fellowships for specialized training. In this model, academic staff development is always an integrated part of a structural relationship between two universities. In addition, the policy paper proposed a concentration of disciplines, clustered in a problem-oriented perspective, and a focus on two major geographical areas.

Within the first cluster the problem of *health*, concerning both human beings and animals, is the central issue which is addressed from various angles, particularly from a medical-biological point of view. Accordingly, the cluster comprises disciplines such as Medicine, Veterinary Science, Pharmacy, and basic Natural Sciences. But one can also look at health from a public policy perspective, in which case the input from the Social Sciences and Law becomes relevant. The second cluster takes the *interaction between humans and the environment* as its starting point. Man uses but also frequently abuses natural resources. The way human beings use, allocate and control natural, economic and political resources affects the socio-geographical and socio-cultural environment. This cluster therefore ranges from Earth Sciences to Geography, from Ecology to Anthropology, from Religion to Law and also includes Women's Studies. The third cluster concentrates on *Science and Mathematics Education*. Education is a vital issue in the development of any country. Science and Mathematics are generally regarded as two of the basic elements within the educational system. However, in developing countries especially, these disciplines are poorly developed. Therefore attention will be paid to the development of Science and Mathematics Education, particularly in the form of curriculum development and teacher training. Basing itself on the idea of an institution-wide approach, Utrecht University has also decided to co-operate in improving *university infrastructure* in such areas as management, library infrastructure and maintenance of laboratories.

The areas selected for co-operation were Central America on the one hand with Costa Rica as a focal point, and the southern African region on the other, concentrating on co-operation with the University of Zimbabwe and the Universidade Eduardo Mondlane. During the second phase a special debate took place within Utrecht University concerning its relations with South Africa. In 1979 Utrecht had officially announced that it would boycott academic institutions in South Africa. This policy was amended in 1990 in order that Utrecht University might give selective support to the University of the Western Cape in Bellville, South Africa, because of its strong anti-apartheid commitment. In 1990 Utrecht University signed a letter of intent for co-operation with this university.

On the occasion of the 355th anniversary of Utrecht University in October 1991, the policy paper on development co-operation was discussed with the Vice-Chancellors or Rectors of all partner-universities of Utrecht University in third world countries during a conference entitled "Utrecht Revisited". This conference, in which UNESCO also participated, gave birth to the concept of networking which has since become the central feature of the university development co-operation programme of Utrecht University and its partners. On the fringes of this conference Utrecht University, its partners from the SADCC region, and UNESCO discussed the possibility of transforming the existing bi-lateral links into a multi-lateral network, following the concept of the UNESCO UNI(versity) TWIN(ning) Programme and in line with the Utrecht policy paper on development co-operation. In March 1992, at the invitation of the Vice-Chancellor designate of the University of Namibia who wished to participate in this network, a constituent assembly of the UNITWIN network was held in Windhoek. The meeting resulted in the formulation and signing of a letter of intent of the UNITWIN network for southern Africa. In May 1992 the letter of intent was endorsed by the Director-General of UNESCO.

The UNITWIN Network for southern Africa

During the Windhoek meeting in March 1992, the basic principles and the main objectives of the UNITWIN network for southern Africa were agreed upon. Its first aim is to develop twinning and other linking arrangements such as programmes of co-operation between participating institutions in both Europe and southern Africa, particularly developing south-south regional co-operation networks. Secondly, it would develop centres of excellence for specialized postgraduate studies and advanced research, and finally it would establish UNESCO Chairs within this UNITWIN network that would serve as the cores of the centres of excellence. One of the most important characteristics of the network is the *institution-wide approach* which involves not only disciplinary-based co-operation but also co-operation in the field of university infrastructure. With regard to the disciplinary-based co-operation, the partners followed the clustering proposed in the policy paper of Utrecht University.

Another important feature of the network is the establishment of the *UNESCO Chairs* as the nucleus within existing co-operation activities. The chairs are embedded in a larger programme of research and should function as the catalyst of a regional framework in such a way that junior staff from the participating institutions in the southern African region will be able to spend some time at the research groups built around the chairs. In line with the proposed disciplinary division (Health, Environment, and Science and Mathematics Education), it was decided to establish certain chairs - each with a regional impact. A chair related to 'Health' (Immunology and infectious diseases) will be established at the University of Zimbabwe in Harare. At the University of the Western Cape in South Africa, a Chair in Science and Mathematics Education will soon be launched. At the Universidade Eduardo Mondlane in Maputo a chair in environmental issues (Environmental Geography) is envisaged, while at the University of Namibia in Windhoek, a Chair in Law (Human Rights) is planned. At Utrecht University a UNESCO "Africa" Chair was established in 1993. This visiting professorship is open to academics from the UNITWIN partners from southern Africa in order to participate in research and postgraduate training at Utrecht University.

The UNITWIN network is administered by a board that consists of the Vice-Chancellors or Rectors of the participating universities. The main task of the board is to outline the general policy lines of the network and to monitor its development. Utrecht University is responsible for the general secretariat of the UNITWIN network. The network activities are financed by various sources. Some of its activities are financed by the partners themselves. All partner universities have agreed to create a post with local salary for the establishment of a UNESCO Chair. In some cases, the salaries of short-term expert consultants will be met by the sending institutions. A special UNITWIN fund has been established to cover the south-south activities. For some activities, such as purchase of materials and long-term assistance, financing is sought through national government funding. Through the UNITWIN network possibilities for additional funding are identified with existing donor agencies.

A Case Study of Academic Staff Development

The UNITWIN network grew within the broad context we have described. It is the result of a process of transformation of bi-lateral activities between network partners into a multi-lateral design comprising north-south relations as well as south-south relations. The network began with an inventory of existing projects between the various universities involved in UNITWIN which were then incorporated in the UNITWIN network for southern Africa. Among these was a project jointly managed by Utrecht University and the University of Zimbabwe in the field of African religions and religious education. This project can serve as an example of the actual transformation of a bi-lateral project, aimed at institution building, into a form of multi-lateral co-operation between network partners.

The project, officially named "The Religious Education Training Programme", was set up in 1986 under the responsibility of both universities, and was officially completed in 1992. In Zimbabwe, it involved two departments: the Department of Curriculum Studies (which is now called the Department of Curriculum and Arts Education) in the Faculty of Education, and the Department of Religious Studies, Classics and Philosophy in the Faculty of Arts. At Utrecht University, the Faculty of Theology was actively involved, with the support of academic experts from other institutes. A plan of operations, approved by both parties, set the terms of reference for the project and a schedule of activities was agreed upon to outline its course. The project was supervised by senior academics from both universities and financed by the Dutch Ministry for Development Co-operation and Utrecht University.

The main objectives of the project were curriculum and staff development in the fields of African traditional religions and religious education, as well as the development of research and library resources in those fields. The final result should be the production of teaching materials on African traditional religions for use in religious education programmes in Zimbabwean secondary schools. The choice of this particular subject had been suggested by the Zimbabwean counterpart and inspired by a government decision to adopt a pluralist policy towards the various religions of Zimbabwe. This demanded that a similar approach be developed in religious education, which would adequately reflect the religious pluralism of Zimbabwe.

In 1980, when Zimbabwe won political independence, this not only marked the end of the colonial period but also constituted the beginning of a new era in which the country was to develop its own identity. Religion constitutes a major part of that identity, as it does in many other African countries. During colonial times the traditional religions of Zimbabwe were greatly neglected. As a result, African traditional religions hold a marginal position in most schools and universities in southern Africa, while the religious education curriculum is basically Christian in its content. However, although Zimbabwe considers itself a Christian country, government authorities are aware of the specific cultural context in which the Christian religion is practised and the impact of that situation on people's lives. The widening of the scope of the study of religions in Zimbabwean educational institutes by inclusion of African traditional religions would have important implications for the educational process, and at the same time contribute to the government's project of nation-building. For these reasons, the organizers of the project attached particular importance to curriculum and staff development with a view to producing suitable teaching materials on African traditional religions.

In the initial phase of the project the development of academic expertise in Zimbabwe was given priority. Two Zimbabwean graduate students were selected for training in Europe, mostly in the Netherlands, covering both angles of the project. One was to be trained in the field of African traditional religions, with special reference to Zimbabwean traditional religions, while the other one was to be trained in religious education, focusing on the pluralistic and multi-religious aspect of African societies. The underlying principle was that of an interdisciplinary approach, meaning that each student would also receive basic training in the field of the other in order to equip them for co-operation in achieving the goals of the project.

The proposed connection and interaction between the two disciplines and subjects, African traditional religions on the one hand and religious education on the other, required close collaboration between the two relevant departments at the University of Zimbabwe. In practice, and in spite of some practical problems, this worked out well and in such a way that the Ministry of Education in Zimbabwe also became informally linked to the project. Thus, all those with a professional interest in the contents of the programme worked hand in hand to further its aims.

Project Activities related to African Traditional Religions

A staff development fellow in the Department of Religious Studies, Classics and Philosophy came to study in the Faculty of Theology of Utrecht University for a full year. A special programme was designed for him in consultation with Zimbabwean counterparts along the lines of the project. He received tailor-made supervision in order for him to prepare at the same time for a PhD in the field of African traditional religions. During his stay he was able to link up with the academic world outside the Netherlands, attending conferences and paying visits to some other universities in Europe. After his stay at Utrecht University, he was able to complete his studies at home, obtaining his PhD at the end of 1993 - one year after the project had been completed.

The training enabled this scholar to locate the study of African traditional religions in the wider field of the academic study of religions. His training programme contained both the empirical study of religions in general and the study of African traditional religions in particular, with an emphasis on method and theory. At the same time he received some training in the use of Social Science research techniques which would help him in supervising assignments by his own students. On his return to Zimbabwe he was able to expand the existing undergraduate courses on African traditional religions, attracting an increasing number of students interested in the subject.

On the Utrecht side, one of the staff members involved in the project, a scholar of religion and himself an expert on African traditional religions, paid a number of successive visits to the University of Zimbabwe to teach several courses on African traditional religions and supervise individual students. In the process he designed a course on African traditional religions for BA Gen. and BA Hons. students and prepared a course outline in the form of a syllabus, accompanied by a reader. These materials were produced in Utrecht in substantial quantities and subsequently shipped to Zimbabwe for distribution among the students. In the meantime, books and other materials for library development, as well as tape-recorders for field research by Zimbabwean students, were sent to the University of Zimbabwe from Utrecht. These materials were provided from the general budget.

A special staff member was taken on in Utrecht for the co-ordination of the project. This person, who is one of the present authors, undertook a special survey investigating the role of African traditional religions in religious education in sub-Saharan Africa. The results of this literary research were published in a book in 1990, the first of a series of three which resulted from the project. It offers an overview of scholarly and experimental thinking about religious education in Africa, covering the African traditional religious views, the Islamic and the Christian points of view. The book gives primary attention to the opinions and insights of Africans and people's own understanding of their beliefs and practices.

The same member of staff developed a structure for a resource book on African traditional religions for use in religious education which was the final and most important tangible product resulting from the project. All participants contributed to this, both in Zimbabwe and the Netherlands. The book consists of two parts, sub-divided into a number of chapters each of which covers an important section of information related to the overall subject of African traditional religions in religious education (Part One), as well as to specific themes in African traditional religions (Part Two). The three selected themes, which are discussed in the second part of the book, represent fundamental issues of African traditional religions, namely the role of ancestors, spirit possession and healing. Special reference has been given to the situation of Zimbabwe, but the presentation of the materials has been such that the book can also be used in other contexts of Africa.

Each theme is discussed separately but along a similar line, and a similar structure has been adopted in all cases. For example, each theme is introduced through a presentation of facts which provides some basic insights into the nature and scope of the subject. The facts are put in perspective in order to reflect the views of the main religious trends. With particular reference to religious anthropological literature on the subject, a theoretical position is consequently developed to guide the reader's orientation and provide a more in-depth discussion of the various themes. This part of the book also contains a number of case studies to facilitate introduction into the classroom situation. Drawn specifically from field research in Zimbabwe, the cases focus on three parameters, namely the traditional religious approach, the approach of the African independent churches, and the Western-Christian approach.

The first part of the book, which focuses on the religious education aspect from a multi-faith angle, contains an academic discussion of the position of African traditional religions in the religious history of humanity. It seeks to counteract the still widely held view that African traditional religions are to be counted among the so-called 'primitive religions' in the history of man. It shows that this is a distortion based on cultural and racial prejudice which denies African religions a place among the modern religions. In the same part of the book the subject of African traditional religions is explicitly linked to the subject of religious education, in a way which will be discussed hereafter.

Project Activities related to Religious Education

The second scholar from the University of Zimbabwe who came to Utrecht for studies related to the project was a lecturer in Religious Education from the Department of Curriculum and Arts Education and a person with considerable didactic experience. An important part of his job in the University of Zimbabwe was to supervise teachers from teacher training colleges all over the country. His role was crucial in ensuring that the fruits of the project should filter down from the university level through the teacher training colleges into the Religious Education programmes of secondary schools in Zimbabwe.

For practical purposes his stay in Europe was divided into two periods, the first one directed to theory and the second to practice. The first six months were spent in Utrecht where he was particularly trained in the so-called multi-faith approach in religious education. The practical part of his training, which included attending religious education classes in secondary schools, could not take place in the Netherlands because of the language barrier. He therefore spent his second period in London University in the United Kingdom under the supervision of, and in close collaboration with, British experts regarding the study and practice of religious education in a multi-religious society. Once he had become convinced of the value of such an approach for Zimbabwe, he became a great asset to the project. He shared the insights gained during his training in Utrecht and London with colleagues and students in his department. His sudden death less than two years after his return to Zimbabwe meant a loss to the project, but the developments he had initiated were carried further by his department.

In terms of curriculum development, particular attention was paid to the Religious Education curriculum in secondary schools. To further the concept of a multi-faith approach two seminars were held, providing a forum for discussion between the various parties involved in the project and others concerned. These included members of the university departments engaged in the project, both from the University of Zimbabwe and Utrecht University, but also representatives of the curriculum development unit of the Ministry of Education in Zimbabwe, and religious education teachers from secondary schools and teacher training colleges in the country. The idea was to facilitate an open discussion on the issues at stake. Amongst other topics, the participants examined ways and means of developing instructional materials on African traditional religions as well as on the new educational approach for Zimbabwe - the so-called multi-faith approach. The papers and proceedings of the first seminar were published by Utrecht University as the second publication in the series of three. The second seminar had the character of a workshop and was attended by the same wide range of participants. It was specifically held with a view to discussing a draft version of the resource book, the final publication of the project. The draft was revised on the basis of the comments made during the seminar which were included in the final version of the book. The whole procedure guaranteed the maximum advantage for everybody involved in the project.

A list of books and other materials was prepared to improve library facilities in the University of Zimbabwe in the field of religious education, focusing on religion in plural societies. In addition, the project's resource book on African traditional religions in religious education contained a number of bibliographies for practical use by the readership. The book further contains useful guidelines for introducing the subject of African traditional religions in religious education in schools in Zimbabwe (or elsewhere in Africa). The material was targeted for use by A-level or pre-university students in the high schools of Zimbabwe and by teachers of religion.

African Religions in a Multi-religious Society

The collaboration project between the University of Zimbabwe and Utrecht University was unusual in its choice of topic and unusually successful in its results. It was a small-scale project with tangible results in the form of three books, most of which have been distributed in Zimbabwe but also in other African countries. The project books have been favourably reviewed in various journals, reflecting a general interest in the questions under discussion and considering their impact in the African context. These are questions of history and identity in which religion plays an important role. The project itself is both an indication and recognition of the importance ascribed by African counterparts to the role of religion in the development process.

Modern African societies are multi-religious structures, in which the traditional religious background continues, and will continue, to influence people's perceptions and their ways of life. African traditional religions constitute the religious context within which other religions in Africa must be understood. It is therefore of utmost importance to spread information and impart knowledge about the indigenous religious traditions of Africa among African pupils and students. This is also crucial given the fact that adherents of the various religions practised in Africa are living closely together and have to do so in peace and harmony. The growing interest in African traditional religions among students and pupils has raised the need for written sources and other materials for the study of these religions in secondary schools and university departments.

The dissemination of knowledge about the project and its specific contents has given additional meaning to the project. The information particularly spread through the southern Africa region where there are other countries, notably South Africa and Namibia, struggling with problems similar to those which have faced Zimbabwe. But elsewhere also, people in university institutions and other relevant bodies have expressed a need for academic guidance on the subject of introducing traditional religions into the Religious Studies or Religious Education curriculum. In most African countries, rapid social change is taking place which requires new educational approaches. This includes the study of religion and the way religion should be taught. In many countries, the government considers African traditional religions as an instrument to strengthen the tradition and culture of Africa. They use these as a means to re-establish peoples' sense of identity and to promote national unity. At the same time African traditional religions are used as a way to encourage spiritual and moral development. To achieve these various goals is a great challenge to many countries in Africa at the moment, particularly in southern Africa.

Started as a bi-lateral project, the so-called Zimbabwe project has had an increasing regional impact. Academic staff development and research co-operation in the field of African traditional religions are continued within the network with an emphasis on the link with the University of Namibia. On the basis of the experiences in Zimbabwe, Utrecht University and the University of Zimbabwe have been invited to collaborate with the Department of Religion and Theology of the newly-founded University of Namibia, again on the subject of religion. The focus will be on African traditional religions, this time with special reference to Namibia, and their relation to the educational context.

Equally inspired by the Zimbabwe project, the Association for the Study of Religions in Southern Africa (ASRSA), which brings together academics from various departments in different universities in the region, has decided to organize a special workshop in 1994 within the framework of its annual meeting on the same subject matter - African traditional religions in Religious Education. The conference will take place in the University of Namibia in Windhoek. It will be hosted by the new Department of Religion and Theology and attended by staff members involved in the Zimbabwe project as well as by experts from other regions in Africa. Academics in the new South Africa are presently confronted with similar issues. Informal consultations with the participants of the Zimbabwe project have already taken place. Recently, the Universidade Eduardo Mondlane in Mozambique has begun to consider including the study of religion in the university curriculum.

Conclusion

The benefits and perspectives of the network have become apparent. Through the network, an infrastructure is gradually developing so that bi-lateral activities which were based on a north-south connection will be continued on a multi-lateral basis, with particular emphasis on the south-south axis. It has also become apparent that a network, such as UNITWIN, comprising seven universities requires a sound management infrastructure at each of the participating institutes. Management of international co-operation and donor co-ordination will therefore become an important issue as the network expands.

The African religions and religious education programme is a good illustration of the development of the UNITWIN network for southern Africa. The described project is only one example of how a bi-lateral project, in this case in the field of staff development, may develop into multi-lateral co-operation. Recently the board of the UNITWIN network has been reviewing the bi-lateral projects of Utrecht University, Lund University and the Ruhruniversität Bochum with regard to their capacity to grow towards multi-lateral activities. Projects with such a potential will be selected to serve as the core of the centres of excellence as planned within the network. In 1994, emphasis will be put on the development of a collaboration project at the University of the Western Cape in the field of Mathematics Education where one of the UNESCO Chairs will be established. Whereas the UNESCO Chairs at the southern African universities in the network will focus on specific fields of study, selected from the angle of a regional division of tasks, the Chair at Utrecht University is not restricted to one field of study. This Chair will be open for all qualified academics from partner universities in southern Africa to work at Utrecht University with colleagues in their respective fields. The Utrecht UNESCO Chair will be instrumental in transferring expertise from Africa to Europe, constituting a new model of a south-north co-operation which has been lacking so far in university development co-operation.

THE CONTRIBUTION OF HIGHER EDUCATION TO RESEARCH AND DEVELOPMENT ACTIVITY IN LATIN AMERICA

The Case of the UNESCO/CRE-COLUMBUS/Instituto Venezolano de Investigaciones Cientificas (IVIC) Chair

Hebe Vessuri

Background Factors

The UNESCO/CRE-COLUMBUS/IVIC Chair on the "Contribution of Higher Education to R&D Activity in Latin America" is closely related to the experience which I gained as a member of the Experts' Advisory Committee of the COLUMBUS Programme during the first five years of its existence. Indeed, the Chair is directly linked to the context of this programme.

In 1987 and with the help of a group of important Latin American universities, the Standing Committee of Rectors, Vice-Chancellors and Presidents of the European Universities (CRE) launched a programme of transatlantic co-operation - Project COLUMBUS. Its aim was to promote in Latin America the institutional development of universities by reinforcing the procedures and management structures affecting their general functioning. The COLUMBUS Programme has grown and now groups over seventy institutions on both sides of the Atlantic. On the basis of a series of proposals which reflect the experiences of the CRE and the European Community, the COLUMBUS Programme permits its members to use a joint approach in defining common problems and in exploring their solutions. Following a pragmatic style, it concentrates on precise domains; the first two topics of work were the evaluation and promotion of the quality of teaching and the development of the relationship between universities and the productive sector. Its activities diversified to the extent that its participants began to define new areas of action, generally related to the two broad topics of interest already mentioned.

Relying basically on the COLUMBUS institutional network but by no means limited to it, the UNESCO/CRE-COLUMBUS/IVIC Chair aims to fill a gap in information and institutional reflection in the region, at a time when there is growing interest in assessing the contribution of university research to the national R&D in the countries of Latin America. The UNESCO Chair is geared to reinforcing the capacity to produce adequate information through advanced training and research in the social, institutional and managerial aspects of university research and development (R&D).

The theme of the Chair was suggested by current conditions related to the training of human resources for R&D in Latin America. National science policies in most countries today aim, inter alia, to make academic research more **efficient**, **relevant** and **accountable**. Recent policies for Science and Technology in Latin America, which often emphasize advanced disciplines such as Biotechnology, Information Science, and advanced levels of Chemistry and Engineering, all advocate the transformation of universities. Such expectations are leading to changes designed to improve research and also the training of a new crop of research workers. General research policy objectives are clear on this point, and if the universities are to make a significant contribution to the change and progress of society, the State ought to provide adequate means for the functioning of university research. This means:

- paying greater attention to research in the planning process;
- ensuring that a substantial number of Higher Education institutions actually do research as well as teaching;
- endeavouring to attain a more balanced relationship between teaching and research by progressively strengthening the latter;
- improving the status, working conditions and mobility of research staff;
- promoting centres of excellence in co-operation with regional and international agencies;
- relating research more closely to the needs of the economy, the environment, society and the national authorities;
- improving the distribution of tasks within universities and ensuring their harmonization with research institutions in acquiring costly research facilities; and
- strengthening the role of university research committees.

The universities themselves are in a situation of great uncertainty. They face problems of identity under the pressure of demands to be more economically productive and are experiencing a general crisis of the quality of teaching and research. In view of the specific topic of the Chair - University R&D - the challenges confronting these institutions imply:

- the need to assure quality and relevance in higher education;
- the reform of higher education systems, including the management of change by institutions, specifically universities;
- the reorientation of higher education policies;
- the linkages between higher education and the R&D system;
- innovations in the funding of university R&D;
- the need for universities to be adaptable and creative in view of the growing competition from institutions outside the academic field;

- the internationalization of higher education resulting in increased inter-university cooperation.

The Chair is focused on a postgraduate programme of studies and has a strong research component. As Chairholder, I have invited a number of outstanding European specialists to participate alongside Latin American experts in a teaching curriculum conceived with a broad focus. This permits students to acquire updated analytical tools for research in this field along with an overview of both Latin American and international conditions. The need to strengthen international links to fill the gap between systems and institutions in the industrial and developing countries is a key aspect of the Chair's chosen theme. The ability to produce useful information about R&D is deemed to be an essential element for bridging this gap.

The current lack of data makes it difficult to identify or to draw comparisons between key research areas in Latin American universities. The research reports published by most universities could provide more ample information on this subject. However, given the lack of methodological uniformity, reference to these reports does not make it possible to obtain a pertinent overall view. It is more instructive to look at how, in recent years, National Science Councils have granted funds for research to universities to be divided amongst various disciplines. The Chair aims at analysing the available information and ultimately contributing towards the production of an overall view.

As far as funding of the Chair is concerned, UNESCO acted as a catalyst. As in other UNITWIN projects and UNESCO Chairs, the idea of an inter-university partnership was appealing and attracted extra-budgetary funding from other sources - in this case, the Commission of the European Communities, the Carmine Romanzi Foundation/University of Genoa, the CRE and the Organization of American States (OAS), as well as Venezuelan institutions like COLCYT-CONICIT, Fundación Gran Mariscal de Ayacucho, Instituto Venezolano de Investigaciones Científicas (IVIC) and the Latin American participating universities themselves.

Innovative Aspects

Because of the nature of modern science, institutions have become an inextricable part of its fabric. With minor exceptions, modern science is hardly conceivable outside the walls of institutions - usually universities - but also national laboratories and industrial concerns. Nevertheless, the great contemporary sponsor of science is the government. In the current set-up, the primary mechanism for the support of research is the researcher-initiated proposal that leads to the award of a grant or contract. From the researcher's perspective, the key relationship is between him and his sponsor; that is also the view of the agency programme officer and the one that prevails in the public eye as a result of the quantitative and qualitative information provided by the national inventories of S&T potential elaborated by the bodies in charge of science and technology funding.

However, although the main R&D problem may be sufficiently defined for the researcher and his sponsor, in fact there are other parties involved too. The institution that employs the researcher is really the body that makes the research possible. Not only does it provide a structure for the management of large sums of money, it also gives individual researchers a group of colleagues who are essential to intellectual inquiry. In the case of a university, it also provides students and other fresh minds as helpers and supplies a set of operating values to protect the research from constraining forces, including the agenda of the sponsor. The institution to which the researcher belongs may also hinder research activity if the local environment is too bureaucratized or if there is no research tradition.

The field of knowledge covered by the course combines elements of the sociology of science and higher education, science policy, institutional development, and quantitative and qualitative scientometrics and technometrics. These topics combine to constitute a thematic field that is new in the region and so it will not conflict directly with previous disciplinary arrangements. Such peripherality, however, does not mean to say that its importance is secondary. Rather, it implies that it is still a little-developed aspect of the teaching programmes of Latin American universities. Thus, with this Chair, it is hoped to fill a gap in the conceptual dimension, methodological approach and empirical information concerning the common modalities and problems of R&D activity in Latin American universities.

The aims of the course are (a) to advance in the empirical knowledge of the contribution of higher education institutions to R&D activities in Latin America and (b) to provide advanced training to a selected group of postgraduate students in the Latin American region in the assessment of university research performance and the preparation of university R&D indicators.

More specific aims include establishing a common reference framework for several national studies, commissioning a number of case studies by the participants and preparing a summary report that will provide evidence on the different national systems of higher education and their interaction with their respective national R&D systems in a comparative Latin American perspective.

The outcome of this exercise ought to be a picture of the state of this subject in the region. Despite the essential Latin American dimension of university R&D indicators, universities rarely treat this problematic domain in a global and concerted manner. Among the results of the Chair, we propose a revision and re-elaboration of a common pool of indicators that may serve to remedy this insufficiency.

The personnel involved will be (a) postgraduate students, with a Master's or doctoral degree or equivalent experience, who are pursuing postgraduate studies in their own institutions, with manifest interest in the specific activity of the Chair; (b) staff responsible for the planning and/or co-ordination of university research or those running national agencies which plan and fund scientific research; (c) well-known specialists in the field from Europe and Latin America, who will act as teachers in several modules; and (d) the Chairholder who, in addition to organizing and co-ordinating the course, will monitor the teaching and research process, in order to ensure the attainment of the expected results.

The Training Strategy

The training strategy chosen involves bringing together Latin American participants from a sample of higher education institutions in the region to receive advanced training and exchange information with European and Latin American specialists during one full month. As a second stage, they are to be given sufficient time for assimilating the teaching experience and preparing a research project. The results of this stage will be assessed at the end of the exercise by a panel of experts, leading to the publication of results. The underlying idea is the benefit accruing from the establishment of links among people belonging to a number of Latin American universities active in R&D.

It is expected that it will allow a deeper understanding of management problems of specific institutions which have more features in common than are usually admitted.

Such a strategy permits the mobility of both specialists and students. As it is a research and teaching experience taking place at an advanced level, the participants are individual researchers belonging to universities. This contrasts with other COLUMBUS actions where the actual institutions are partners. These researchers are thus the people who must assume responsibility for following the course or teaching the different modules. Accordingly, their selection is important since they must be motivated to devote the necessary time to the endeavour.

The Chair comprises three separate stages, distinguished by geographical location and the type of activity involved.

The first one is what we have called the *in situ* activity. This consists of intensive teaching and research activity at IVIC in Caracas during a period of four weeks. Work is organized in seven intensive teaching modules, each one week long and taught in half-day sessions. Each module will include theoretical and practical aspects, through conferences, seminars and worshops. The broad topics of the modules, allowing for some overlapping as well as for individual interests of the invited specialists are:

1. National science and technology systems and R&D in Latin America
2. National systems of higher education in Latin American countries
3. Performance indicators for university R&D
4. University research in Latin America
5. The funding of university research
6. The problem of the "critical mass" in university research and in general in Latin American R&D systems
7. Articulation of university R&D with the planning of science and technology and the economy at the national level.

Each participant will be requested to bring to Caracas a dossier illustrating some aspect of interest in connection with the Chair's theme. The dossiers will be submitted and discussed in specific sessions throughout the course. A final session is envisaged for the presentation and assessment of the individual projects that will have been defined during the course. There will also be a closing conference. On that occasion, attendance certificates will be awarded.

The second phase, expected to last five months, involves the elaboration of the case studies. Students will go back in their institutions where, with their university's support, they will have access to the relevant information necessary for their research work. An electronic mail/fax mechanism of advice and support for the students is envisaged during this second phase. This will link both with the Chairholder and the various participating specialists to ensure more satisfactory results.

The third phase consists of a final international workshop in Caracas which will be attended by the participating students who will present and discuss their finished projects with a panel of European and Latin American specialists and some of the COLUMBUS university rectors. A combined IVIC-Universidad de Salamanca Diploma will be awarded to those successfully completing the course/research programme.

A fourth and final phase involves editing work by the Chairholder and,with the support of UNESCO, the publication of the different findings in the form of books and issues of specialized journals.

To provide a more institutional character, the Chair has the sponsorship of IVIC and the University of Salamanca, with academic accreditation recognized in the postgraduate teaching programmes of the two institutions and with the possibility of it being given equivalent accreditation in the postgraduate programmes that the participating students pursue in other Latin American institutions.

Like most other advanced teaching programmes, the Chair is selective with regard to the level of teaching and research. However, it was open, in principle, to all qualified institutions. The assumption is that exclusiveness is beneficial for all institutions, even those not participating in the Chair. The number of participants (one per institution) is 20 to ensure quality and efficiency.

The invitation to present candidates was extended to universities - existing or foreseen - whose institutional profiles stress research. The result was a mix of public and private, secular and religious, and national, regional and local institutions. Moreover, in order to guarantee effective participation and quality of results, emphasis was laid on the features of the candidate. His/her national origin is varied: Argentina, Brazil, Chile, Colombia, Cuba, Mexico, Peru and Venezuela. The institutions that have members participating in the course are: Universidad Nacional Autónoma de México (UNAM), Universidad de Buenos Aires (UBA), Universidad Estadual de Sao Paulo (UNESP), Universidad Nacional de Córdoba, Pontificia Universidad Católica del Perú, Universidad de La Habana, Universidad Nacional de San Juan, Universidad de Santiago de Chile, Universidad de Sao Paulo (USP), Grupo de Análisis para el Desarrollo (GRADE), Pontificia Universidad Javeriana, Universidad Estadual de Campinas (UNICAMP), Universidad Autónoma Metropolitana (UAM), Universidad Nacional de Colombia, Universidad de Los Andes, Universidad Nacional Experimental Politécnica (UNEXPO), Instituto Venezolano de Investigaciones Científicas (IVIC), Universidad Central de Venezuela (UCV).

Out of the 20 candidates accepted for the course, there are 9 women and 11 men. The age range is under 30 to 50 plus.

The original disciplines of the participants are quite diverse: Electrical Engineering, Mining Engineering, Philosophy, Economics, International Relations, Public Administration, Business Administration, Sociology, Anthropology, Pharmaceutical Chemistry and Psychology. Several students already hold doctorates or are in a doctoral programme which they consider will benefit from the contents of the course. Others have an MSc. degree and a few have only the degree of "licenciado". Almost all do university teaching and research and several have positions of management responsibility for the research activities carried out in their institutions.

The motivations for their participation in the course are wide-ranging:

"I am currently studying productivity in the scientific research sub-system of my university; therefore, I am interested in pursuing this topic further and to learn about approaches and analyses related to university research."

"To increase my familiarity with the topics listed in the programme, which in turn will become an appropriate theoretical-methodological framework for my thesis on the analysis of the articulations between postgraduate training and R&D activities; the thesis will be written during 1994 and I plan to combine my activity for the Chair with my thesis work."

"The Programme is related to the work carried out by the Vice-Rector's Office for External Relations and is a research area which interests me."

"Given my present function and because I have been linked to the scientific field and mostly to the transfer of knowledge from the university to the productive sector, I want to look more deeply into this subject, building on the experience I have already gained in planning this activity in my university."

"To learn how a more effective institutional contribution to R&D activities can be made and to achieve advanced training in the different methods involved."

"To complete my professional training in the broad field of higher education, to contribute to the institutional development of my university in the field of Research and Development, and to get acquainted with the reality of other Latin American institutions."

"To acquire sufficient high-level knowledge in R&D activities so as to participate more effectively in the preparation of these policies in my university and to enable me to contribute better as a member of various national committees."

"I consider the programme important for my professional training, especially the topic of performance indicators for university R&D, since it is the field in which I hope to develop my doctoral thesis."

"It is an opportunity to integrate the themes which I have been studying over the last four years: science and technology, R&D and higher education. It will enable me to

achieve a theoretical foundation for an analysis of the valuable information available at my institution; at the same time, it will provide me with a frame of reference for comparison at a regional level. On the other hand, there is need to develop new indicators for scientific and technological systems that may be more useful than those included in national inventories and in the S&T Data Bank of my institution."

"My interest relates to the research programme which I am co-ordinating at my university and to the fact that the Chair's topic inherently questions the relationship between science and pragmatics in the field of the Social Sciences, especially in Anthropology, Economics and Linguistics."

"Making me familiar with topics relevant for implementing projects, plans of action and inter-institutional collaboration. The exchange of experiences is useful for the regionalization and globalization processes."

"Prior links with the subject. Interest in R&D. At present, I co-ordinate the institutional evaluation programme of my university."

"Interest in understanding the problem of University R&D in my country, in Latin America and within an international perspective. This is linked to my interest in developing and training high-level human resources for R&D."

The Benefits of this Experience

Through the expertise involved, this UNESCO Chair is expected to bring positive results and to provide better information on the nature, quality and relevance of university research and development in Latin America. Thus, the visibility and social awareness of this critical subject will be increased.

A period of information exchange and common reflection on the essential objectives of Latin American university R&D is a necessary first step in order to optimize the efforts and the scarce means available. In the research field, useless duplication and dispersion could be eliminated through mutual knowledge and joint action, thus maximizing the possibilities of reducing costs, expanding markets, rationalizing and making optimal use of scientific and intellectual potential.

An expected result of this experience is its contribution to establishing a Latin American standard for University R&D, by systematically promoting the provision and exchange of information. Also, it will develop common projects for specialized training in universities which are perhaps not so well known among students or the general public but which have good academic programmes and promising research interests. Thus the Chair hopes to foster an awareness of excellence throughout Latin America.

Although one cannot predict the fate of the network of contacts resulting from this Chair, there is the possibility that it may serve to establish and/or reinforce close links between knowledge centres with a similar level of research and teaching. Such a network could serve as an instrument for joint research projects and the development of innovative actions on the basis of a shared thematic interest by individuals and institutions. The stimulus provided by the UNESCO Chair needs to be supported by the active participation and free initiative of individual researchers to ensure its effective functioning. We hope this may come to be one of the networks which, in growing numbers, are matching researchers and institutions in Latin America.

It is desirable that at least some groups are created within the universities which have a staff member participating in the Chair programme so as to multiply the results of the experience. The person participating in the course could act as a sort of catalyst for the local group. One could even envisage a larger group when two or three universities from a single country participate in the Chair programme, or even at a future time, the extended application of the research methodology of the Chair to a global study of universities in a given national system. In any case, this points to the potential of *ad hoc* groupings that may result but without trying to define rigid institutional arrangements in advance.

Finally, the political influence of the Chair cannot be disregarded when R&D and higher education policies are analyzed and discussed. Its contributions go well beyond the boundaries of those specific sectors, towards the future development of the Latin American region itself.

Latin American Location and International Standing

Several complex challenges lie at the interface between higher education institutions and national R&D systems. Accordingly, the Chair concentrates on: (a) the provision of national scientific and technological know-how based on sound industrial policies; (b) aiding development through the creation and transfer of technology but without compromising scientific integrity. For both, the availability of international quality assessment and evaluation standards to complement local procedures is a *sine qua non* condition.

The kind of teaching/research arrangement which this project has designed aims at assuring quality and efficiency through a collective international effort. We hope that this multi-national framework of co-operation will allow the sharing of resources and will facilitate the exchange of expertise and of experience, as well as of staff and students. The possibility of looking at several institutional and national contexts in a comparative framework offers the advantage of a broader perspective and encourages the exchange of information on trends and developments related to this theme. Furthermore, it fosters collective agreement and review and, in particular, promotes a wider distribution of academic excellence.

Section II:

Higher Education Teaching Networks

HIGHER EDUCATION TEACHING DEVELOPMENT NETWORKS

The Experience of the European Network on Staff Development in Higher Education (ENSDHE)

Brigitte Berendt

Introduction: ENSDHE at a glance

In 1985 at a meeting in Prague, UNESCO launched a European Network on Staff Development in Higher Education for the improvement of teaching. Since that time, seminars have taken place in Aveiro, Bucharest and Paris. They have brought together national co-ordinators nominated by UNESCO Member States as well as observers, mostly from networks of other regions. UNESCO's Centre for Higher Education in Europe (CEPES, Bucarest) organizes these seminars and acts as secretariat. It has also prepared and distributed publications, particularly reports on the workshops, newsletters, a bibliography, a synopsis and an analysis of staff development programmes in the Europe region and the annual Action Plans of national co-ordinators. Moreover, CEPES collects detailed reports on staff development in different countries and circulates this information to the network.

ENSDHE has become a forum for staff development activities and has certain traditions, some of which date from the sixties. In particular, the personal contacts between national co-ordinators and observers have led to different activities - for example, those within the context of the European Union's TEMPUS scheme*, and co-operation for the organization of international conferences. This latter action included a meeting run by the European Association for Research and Development in Higher Education (EARDHE), in co-operation with the Freie Universität Unit for Staff Development and Research into Higher

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TEMPUS: Scheme for Cooperation and Mobility in Higher Education between Central Eastern Europe and the European Community.

Education (Berendt/Stary 1991). The Action Plans, which constitute one important element of the biennial seminars, inspire new activities. For example, an exchange of materials has been started and reciprocal visits and working links could also be organized between ENSDHE and the new African and Arab networks.Other activities are planned including an inventory of staff development courses, a terminology glossary and recommendations for Education ministers in the member states of UNESCO. Other future activities could include a workshop for trainers, exchanges of staff development specialists, co-teaching by experienced and new staff developers ("tandems") and joint research projects.

These brief details chart the progress of the European network to date and demonstrate that, since 1985, a great deal has been accomplished.

Historical Background and Areas of Staff Development

The improvement of teaching and learning in universities has been discussed in Europe since 1965. There have been many international conferences run, inter alia, by EARDHE and national associations for higher education including the Arbeitsgemeinschaft für Hochschuldidaktik (AHD) in Germany, the Society for Research into Higher Education (SRHE) in Great Britain, and l'Association pour le Développement des Méthodes de formation dans l'Enseignement Supérieur (ADMES) in France. Numerous books, materials and newsletters have been published. Since 1965, great efforts have been made in Western Europe to improve teaching and learning by so-called "academic staff development programmes", mostly started by pilot studies. These were sponsored by national ministries for education and the Commission of the European Communities. As a follow-up to these, units for staff development and research on higher education were established. Today there are 17 in Germany and 30 in the Netherlands.

CEPES summarized the present reasons for establishing staff development programmes in a working paper prepared in 1987:

> *"One way in which a higher education institution can face the challenges of the time is by having staff members who can knowledgeably assess both the value of tradition and the need for innovation. Teachers hold a strategic position: they are the ones who produce, organize, and transmit knowledge, set "standards of excellence" and direct learning and evaluation. They are institutionally, socially and professionally responsible for the development of courses and curricula and for the ways in which the minds of students and their qualifications are moulded so as to better cope with increasingly more complex professional roles and functions in modern societies.*
>
> *At the same time, university teachers are faced with new challenges arising from the need to adapt their institutions to new requirements being set both from inside and from outside higher education. Slowly but surely, it has become obvious that the process of adaption cannot be undertaken haphazardly. What is needed is deliberate planning, which in its turn requires knowledge, as well as innovative skills and attitudes."*

Academic staff development programmes guarantee that university teachers acquire the qualifications to transfer knowledge, improve teaching and learning skills and change attitudes (Berendt 1991, Teather 1979).

In several East European countries, staff development projects also have a long tradition. The former German Democratic Republic had developed a curriculum for obtaining the "venia docendi". In some countries, there were also courses for full professors to upgrade their pedagogical knowledge. CEPES can provide full details of these within the region.

Staff development programmes can cover :

- the level of curricula and courses;
- the choice of aims, contents, methods, media and forms of evaluation.

In all instances, the context (e.g. university laws and regulations, equipment, finances and student profiles including their learning styles and previous experiences) plays an important role.

Within the European tradition, which links the reinforcement of disciplinary knowledge with research and the acquisition of relevant skills, staff development programmes have always concentrated on the teaching area. The pedagogical debate, which started in the sixties, focused esssentially on "good teaching". However, teaching methods and the specific context form a vital duality.

Pedagogical Training and Successful Staff Development Concepts

So far, ENSDHE does not actually offer pedagogical training. CEPES, however, has collected information on courses available through national networks and universities. A comparative analysis has been made and circulated among national co-ordinators.

In the Europe region, staff development to improve teaching and learning is carried out at the international, national and local levels in different forms, with a variety of activities and foci. Differences in political systems, universities and their traditions, as well as the overall financial situation, are vital factors.

Since 1990, several international and European conferences have been organized or co-organized by ENSDHE national co-ordinators with support from UNESCO. Topics have included "Concepts of Staff Development", "Widening Access While Maintaining Quality", "Quality Assessment" and "The Development of Media". Also, Slovenia has launched a project on "Improving Teaching and Learning in Higher Education" within the framework of the TEMPUS programme.

On the national level, conferences, courses and workshops have taken place on the initiative of national co-ordinators. As a rule, these people are also responsible for staff development within their own universities.

At the local level, successful staff development concepts could be summarized as follows:

- the needs of the institutions and their members are the basis for the choice of activities, topics and methods;

- workshops aiming at gaining knowledge, improving skills and changing attitudes are the best way of addressing teaching staff and are foci of staff development programmes;

- workshops should adopt a problem-oriented approach, by using participants' practice as a starting point and aiming at developing tailor-made solutions (a model and an example are included in Appendices 1 and 2);

- workshops are linked to other activities such as consultancies, self-study materials, research, classroom assessment and audio-visual media;

- university teachers are the main clientele, but other persons who benefit from teaching and learning are involved in special events (e.g. students, employers).

The following tables provide information on staff development topics in Great Britain and Germany.

Table 1 Great Britain: Range of courses in the past 2 years (this extract from G.A. Brown 1989 lists the topics preferred by British university staff)

	%
Courses for junior or new staff	
- Preparing and giving lectures	50.8
- Small group teaching	50.8
- Writing research grant applications	34.3
- Making assessments and examinations	32.9
- Counselling students	32.9
- Supervising research students	32.9
Courses for experienced staff	
- Lecturing	61.2
- Applications for research grants	58.2
- Small group teaching	52.2
- Research supervision	49.2
- Marketing/media presentation	35.4

Table 2 Germany: Most successful courses (extract from courses offered by the national network of German staff development centres)

I. Planning - Organization - Evaluation of University Teaching

9 modules

(e.g."How to organize teaching and learning by lecturing, small group teaching and independent studies", "The psychological and didactic preparation of a teaching sequence", "Teaching large numbers of students", "Motivation and activation by new forms of teaching and learning")

II. Communication - Co-operation in University Teaching

6 modules

(e.g. "Improving teaching behaviour and assessment strategies", "Student Counselling", "Rhetoric")

III. Role - Profession - Status of the University Teacher

3 modules

(e.g.: "Conflict situations at work and possible solutions", "The role of the university teacher in relation to expertise, teaching and personal interests")

IV. University Didactics in the Polytechnic

2 modules

(e.g. "Basic course in university didactics", "Results of research on higher education")

V. Introductory Courses for the Training of Teaching Assistants

As a rule, staff development workshops provide accreditation. In Great Britain, it is also possible to get a Certificate, a Diploma or a Master's Degree in Higher Education. (An example is given in Appendix 3).

Good Teaching and the Training Requirements Involved

In Europe, during the last three years, discussions on maintaining and improving the quality of teaching have intensified. This comes at a time when access to universities has been increasing and their budgets reduced.

Against this background, discussions on good and effective teaching, which started in the sixties, have been relaunched. Criteria have been developed and used for the evaluation of classroom teaching. Indicators for good teaching are derived from the results of empirical research on theories and models of didactics and of university education itself (e.g. Brown, Atkins 1990). Furthermore, personal educational beliefs play an important part in selecting parameters (e.g. student-centred methods, communication, use of media, presentation skills, variety of methods).

Past and ongoing discussions show that the crucial questions for the selection of parameters and criteria are:

- what are the aims of university teaching and the role of university teachers?
- what empirical results can help achieve the aims of university teaching and those of a specific course?
- what are the personal educational beliefs of the institution or the teacher involved?

On this basis, good teaching:

- aims at achieving the students' autonomy, creative and critical thinking, problem-solving ability in ordinary and exceptional situations, openness towards new disciplinary and interdisciplinary questions and tolerance of other viewpoints;
- discourages superficial, product-oriented learning of facts and core learning, and promotes process-oriented learning, which fosters the understanding of concepts and of connections between different positions;
- requires learners to be active (e.g. projects, tutorials, case studies and other forms of discovery-based learning);
- uses a variety of methods, suited to different types and styles of learners;
- uses the media in order to facilitate learning via different means of perception;
- accepts the learner as a partner in the pedagogical process and uses a corresponding teaching and communication style;

and, last but not least

- prepares students for their chosen professional fields by transferring knowledge and by promoting their ability to function on both the theoretical and practical levels.

It is evident that good teaching, as defined above, still depends on a sound knowledge of the discipline in question.

With regard to the training requirements involved, courses and workshops should be designed:

- to acquire knowledge according to the good teaching criteria described above;
- to improve teaching skills via practical exercises (e.g. simulated teaching situations via video and application in course designs);

- to change attitudes (e.g. the motivation to apply one's new knowledge in practice, to accept the student as a partner in the pedagogical process).

The workshop model described in Appendix 1 proved helpful in my own work in order to link the different aspects and to connect actual university teaching practice to theory and empirical findings.

Innovations in Teaching Methods

The challenge involved in trying to maintain or improve the quality of teaching in a climate of drastic budget cuts merits special attention. General aspects of the discussion on "defining quality" were summarized by Harvey and Green in 1993. By way of example, Germany experienced dramatic developments after opening access to universities - known as Öffnung der Hochschulen. (Berendt 1993, with a detailed bibliography). Political discussion on the topic intensified in 1976 when the Federal Constitutional Court confirmed that the personal right of access to universities should be guaranteed by the Constitution. Specific laws and regulations were passed. There were obligatory agreements to mobilize all human and physical resources and even a temporary "overload" for universities was expected because personnel and equipment would not be increased. The assumption was that the number of students would decrease in a few years, due to lower birth rates.

Also in 1976, the German Association for Research and Development in Higher Education (AHD) organized its 6th annual conference on "Opening up Higher Education". This warned that an increase in student numbers without an increase in personnel and equipment would mean a decrease in the quality of teaching. The universities would produce graduates without the vital knowledge, abilities and skills needed for professions. They could even produce drop-outs.

The anticipated problems became a reality: from 1975 to 1991, the total number of students increased from 817,782 to about 1,600,000, and the number of first year students from 159,588 to about 270,000. The number of graduates, however, only increased from 100,979 to about 135,000.

Other research reveals that the average length of successful studies went up in some disciplines to 13 or even 14 semesters instead of the 8-10 proposed in study regulations.

In 1986, an analysis of the situation was undertaken to develop solutions for numerous problems. Fundamental policy guidelines for further planning were expected from the so-called "Educational Summit Conference" (Bildungsgipfel), scheduled for 1994.

The main interests, which sometimes conflict, include:

- the democratization of higher education (including the individual's right to a study place);
- the response of higher education to the future needs of society;

- budget cuts with inadequate staff: student ratios and poor facilities for large student numbers;

and

- the improvement of the quality of teaching and, in particular, the assurance of high academic standards, the linking of research and teaching and the teaching of solid knowledge along with the skills to permit its application in a range of situations and the motivation for life-long learning.

Many groups have joined in the analysis of the situation and the search for solutions - ministries, co-ordinating committees (e.g. Wissenschaftsrat, Kultusministerkonferenz, Hochschulrektorenkonferenz), associations of employers, trade unions and the German Association for Research and Development in Higher Education (AHD).

The key issues seem to be:

a) how to improve the staff-student ratio;

b) how to improve the quality of teaching by changing the structure of studies;

c) how to strengthen the importance of teaching by upgrading the status of academic staff.

With reference to this last point, discussions focus on:

- proof of pedagogical ability and skills to become a full professor (including participation in staff development courses and activities, knowledge of the issues related to improving teaching and learning and the practice of good teaching itself);
- incentives in the form of financial support for successful results;
- awards for excellent teaching;
- evaluation of actual classroom teaching as a basis for future improvement;

and

- additional financial support for innovative teaching projects.

Current innovations in teaching methods favour an active role for the learners. They also play an important part in raising the prestige of the academic profession and are a primary focus for staff development courses and activities.

We can conclude from research, particularly from that on "qualitative learning", that innovative teaching methods have better results with regard to the long-term retention of knowledge and its application in solving problems of a new and complex nature. By giving an active role to the learner, the new techniques stimulate self-learning skills (Brown, Atkins 1990). New forms of teaching and learning can also help to solve pedagogical problems resulting from large classes . Innovation also helps tackle the problem of increased access in a climate of reduced funding (Berendt 1987).

However, it has to be stressed that many key issues of higher education today cannot be solved by innovations in teaching methods or by staff development programmes and courses alone. What is really needed are significant improvements in staff/student ratios, the degree structure and, often, the reform of curriculum and assessment requirements. Moreover, the importance of university education for national development priorities requires close scrutiny. Over the past few years, universities have devised a variety of additional solutions within their limited budgets to go beyond innovative teaching methods. These include different forms of evaluation as well as tutorial and mentor programmes. However, it has become evident that they cannot solve the problems of mass education without extra funding from national and other sources.

Conclusion: Impact of the Network in the Europe Region

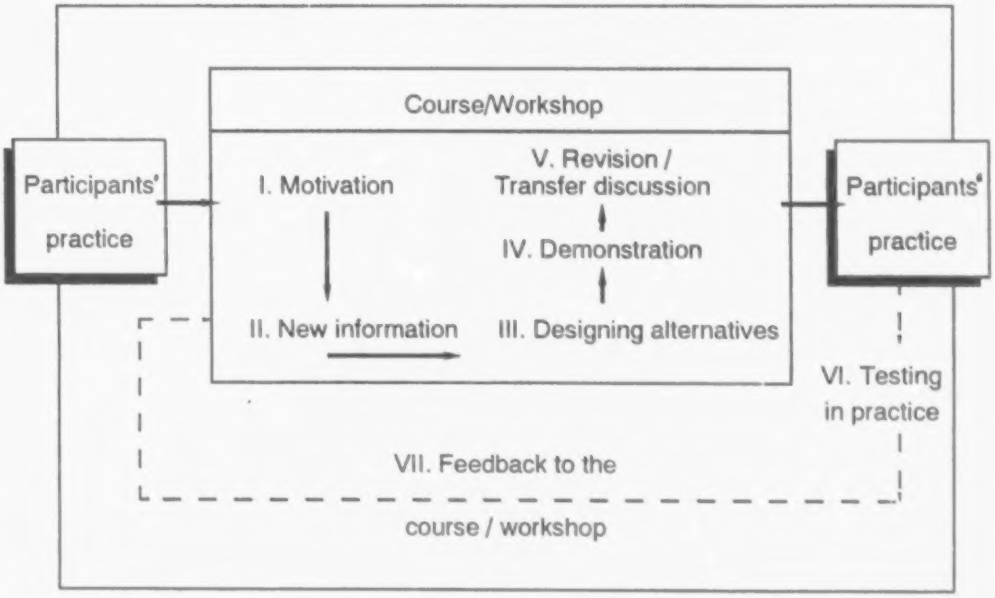
As ENSDHE does not offer pedagogical training, its direct impact cannot be assessed. However, its usefulness is evident from the reports of national co-ordinators on their ongoing activities between the biennial meetings.

These include innovative methods and criteria for "good teaching" and their relevance for staff development courses and programmes for improving overall quality. The experience of the past twenty years would seem to indicate that participation in staff development networks stimulates academics to devise new teaching and learning methods which are particularly suited to their own discipline - hence there is a real creative spin-off (Heger 1985, Schuchalter-Eicke 1987.)

Although these innovations alone cannot solve the specific problems of higher education, they are a most promising step in that direction. Quality in higher education can neither be maintained nor improved unless the teaching/learning process - the direct interaction between university teachers and learners in a course - is the main focus. This means that the pedagogical situation must be greatly improved. The assessment of quality in higher education cannot ignore this vital area which is clearly reflected in current international discussion (e.g. Banta, Anderson 1993.)

As a final comment, the worldwide trend to establish staff development programmes and units is not surprising. As a rule, these are separate from audit units. The latter are responsible for assessing the quality of universities (including teaching) and are often founded for legitimation purposes and also serve to support management. However, staff development units are equally important as they deal with the real mission of the university: the generation and transfer of knowledge.

Appendix 1


Course/Workshop
Participants' practice
I. Motivation
II. New information
III. Designing alternatives
IV. Demonstration
V. Revision / Transfer discussion
Participants' practice
VI. Testing in practice
VII. Feedback to the course / workshop

Appendix 2

WORKSHOP: HOW TO MOTIVATE AND ACTIVATE STUDENTS IN LARGE CLASSES THROUGH NEW FORMS OF TEACHING AND LEARNING

Main aims

Participants will:

- identify problems in one of their ongoing or planned course(s);
- know approaches to solutions in general;
- identify approaches to solutions from their individual experience;
- identify feasible solutions for their ongoing or planned course(s).

Method

The Workshop method will be used and will emphasize:

- participants' problems and experiences;
- practical results;
- information on research and empirical data as a support element.

PROGRAMME (1st draft)

1st day : 9 - 17 hrs

1. Introduction
2. Characteristic features of teaching large classes
3. Main problems
4. How to teach large classes in universities (INFORMATION INPUT)
5. Short evaluation of the first day

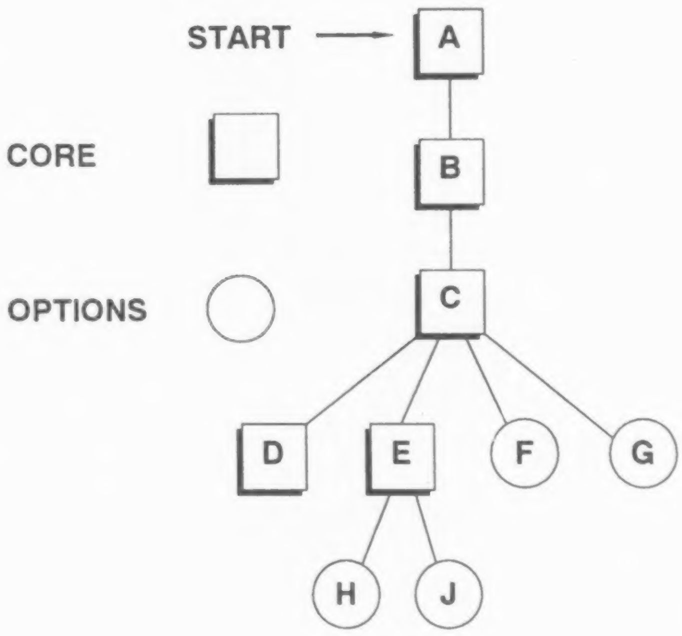
2nd day

1. Practical example(s) of how to teach large classes (INFORMATION INPUT)
2. Exercises for selected methods (e.g. "learning questions", the "learning cell")
3. How to evaluate teaching via feed-back from a participant-oriented method

3rd day

1. Catalogue of approaches to solutions for participants' problems
2. Approaches to solutions for participants' individual situations/cases
3. Evaluation of the workshop/discussion of follow-up activities

Appendix 3



B Teaching and Learning Methods

C Course Design

D Assessment

E Students and Teachers

F Communication and Media

G Individualized Learning

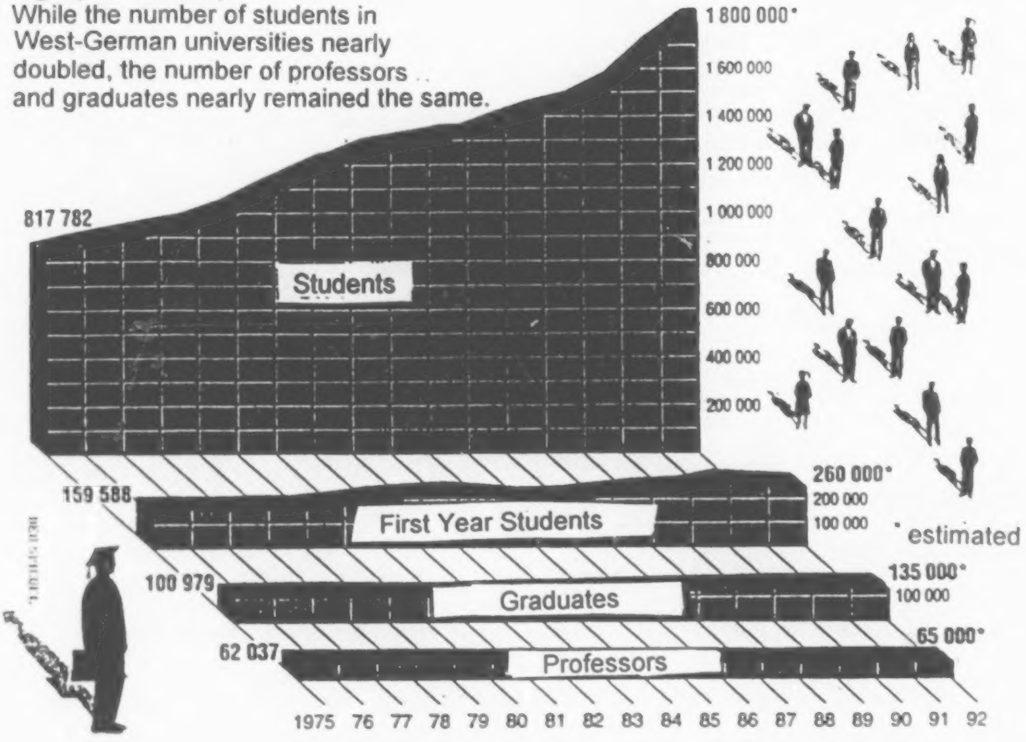
H Staff Development

J Research in Teaching and Learning

University of Surrey

Appendix 4

Overcrowded Universities
Big input, little output.
While the number of students in West-German universities nearly doubled, the number of professors and graduates nearly remained the same.



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UNIVERSITY TEACHING NETWORKS : THE ARAB NETWORK FOR STAFF DEVELOPMENT

Hassan El Hares

The Present Context in Arab Universities

There are today 79 universities in the Arab countries: 40 of them are in the African wing of the Arab world, while the other 39 are located in the Asian wing. Egypt has 14 universities, which is the highest number in any one country, and 5 of these are in Cairo.

Since the late 1960s, these higher education institutions have been facing changes in the political and financial climate causing uncertainty and instability. It should be noted that till now the Arab universities have been mainly governmentally subsidized and consequently directly affected by any reduction in state revenues. Even rich oil-exporting countries have recently witnessed a decrease in their income due to the depressed oil market.

During this same period, two major trends have emerged. Firstly, it has become indispensable to create linkages between higher education institutions and secondly, there has been a marked change in the learning process from passive absorption of knowledge to active participation. Other changes relate to the many constraints found in Arab countries, such as the number of students, the price of educational materials, the inertia of the staff development services, the vague definition of the rights and duties of faculty members, the fluctuating and ineffective internal and external services available to faculty staff and the lack of clarity as to their expected social role.

With regard to staff development problems in the region, a distinction should be made between rich and poor countries. Another factor to be considered is the past history of each country with respect to its higher education system and development in general. A country such as Egypt, which has contributed to the development of mankind since antiquity, clearly has staff development problems which differ greatly from those of a country whose contribution to world development is relatively recent. In fact, Arab countries fall into three categories :

a) poor developing countries with no past history in higher education;

b) developing countries with modest GNP/inhabitant ratios and a past history in higher education;

c) rich countries with a recent history in higher education.

Let us consider the main characteristics of the general situation in each of these three categories in order to be able to discuss their resulting effects on staff development.

In the first category, the country is generally very poor and can hardly afford a higher education system. New education materials are virtually unknown or, at best, scarcely distributed. The institution of higher education, if any, fights for its survival and a centre for staff development is considered a luxury. In fact, it may be generally unwanted, given the high self-esteem of young nationals upon obtaining their doctoral degree.

Here, the main objective of staff development should be to support staff and managers in developing and demonstrating their abilities. This can be facilitated by donor agencies through the organization of lecture series by professionals in Education and Psychology on new educational techniques and by professionals in Management on maximizing the returns from limited inputs.

In the second category, the country generally has a modest GNP/inhabitant ratio and can afford to distribute a limited amount of new education materials to the various institutions of higher education.

In such cases, the main objective of staff development should be to help teachers master these new educational approaches. High-level technicians in three fields - information technology, audio-visual techniques and computers - should be hired to help teachers handle the newly available educational materials. As well, professionals trained in Education and Psychology should instruct academic staff in teaching methods. In fact, this is essential as junior staff members are recruited directly once they obtain their PhD degrees and have neither pedagogical training nor previous teaching experience. Usually, nationals form the main core of the teaching staff and may perceive the creation of a staff development centre, if any, as a long-term threat. Hence, sensitization is important.

In the third category, there are a few rich developing countries with a recent history in higher education. New education materials and technologies are available in each newly-created institution of higher education. Expatriates form the main core of the teaching staff but, despite their varied background, they come mostly from Western countries. Tenure is unknown as the turnover of this staff is generally high. Changes and innovations are desired and generally advocated by the managers of the higher institutions who, for prestige reasons, tend to favour research even at the expense of teaching activities.

For this type of context, the main objective of staff developmentshould be to assist institutions in assuring the delivery of higher education and in evaluating expatriate teachers so that they can help young national faculty in the mastery of educational innovations. To achieve these results, the assessment of expatriate teachers should be made by senior specialists according to well-defined rules and taking into consideration the opinions of students. Care should be taken to ensure that the opinions are correctly recorded, interpreted and reflected in the evaluation. On the other hand, young national teachers should be trained by professionals in Psychology, in management techniques and also in communication and interpersonal skills.

In this situation, the creation of networks of higher education institutions to reinforce and promote pedagogical and further training of different categories and levels of educational personnel can be most effective. This is the type of action which has been promoted by UNESCO in various regions of the world since 1984.

Following a preliminary study submitted in November 1990 to the Higher Education Division of UNESCO, the University of Alexandria was approached to host a consultation meeting in late 1991 to study the creation of an Arab inter-university network for staff development. This network would be located in its Faculty of Engineering.

By agreement between Unesco and the host institution, invitations were forwarded to selected universities in the Arab States to delegate either the dean of the Engineering Faculty or the head of the Education Faculty to attend the meeting. In fact, interest was so great that a number of deans from the same country attended the meeting at their own expense. Five were present from Sudan.

The meeting was attended by 32 participants from 9 Arab States, with 3 guest speakers from other regions and a representative of the Unesco Regional Office for Education in the Arab States.

As a result of this meeting, the Arab Staff Development Network - known as the ASDN - was formally established to ensure the professional development of academic staff in Arab universities.

The Alexandria Faculty of Engineering was chosen as the headquarters of the Arab Network for the following reasons:

a) Egypt is the focal point for the African and Asian wings of the Arab world. At the same time, it is the geographical centre for a large number of universities and student populations;

b) As early as 1972, there was a law for Egyptian Universities which required every new PhD holder to follow a special course in the psychology of teaching at the Faculty of Education before being allowed to teach classes;

c) Alexandria is becoming increasingly important as a cultural centre since the inauguration of Senghor University as a link between African francophone countries and as a result of the plan to reconstruct the celebrated Alexandria library;

d) The Alexandria Engineering Faculty has well-established relations with different UNESCO offices and in particular with the Regional Office for Science and Technology in the Arab States (ROSTAS); it was recently chosen as one of the best 30 scientific and technical institutions in the Arab countries by UNESCO itself.

Later in this chapter, the pedagogical training offered by ANSD will be described in more detail. The overall impact of this network with regard to innovative teaching methods in the region will also be examined.

The Impetus towards Improving Teaching Methods

In the Arab world, as in all other regions, there is no doubt that teaching is the prime task of most university faculty. Despite this fact, these experts may be among the least prepared persons to perform the job requested of them. Before their appointment, their main obligation is to obtain a degree in a particular discipline. To obtain this degree, they have to prove their ability to conduct innovative research work. From that point on, they will be judged, promoted and even,sometimes, allowed to keep their job depending on the quantity and the quality of this research work. Meanwhile, their ability to perform the main task for which they have been hired depends on personal experience gathered during on-the-job training.

With the expansion of higher education and the increase in the number of universities, the importance of solid preparatory training for university staff has been recognized. Education, as an end product, largely depends on the ability of teachers to convey information to their students. In a competitive world, it becomes crucial that they perform this job in the best possible manner.

Programmes for the pedagogical training of university faculty and the assessment of their performance by students, colleagues and peers have been initiated in several universities in the Arab world, including the United Arab Emirates University.

Consequently, the importance of staff development centres to organize these activities has become evident and now it should be only a matter of time before links between the different centres (already created or projected) of the Arab region are established. The ANSD will play a key role in this linkage.

Also, it should be remembered that, over the past 25 years, the Arab universities have witnessed a continuous reduction in funding - a situation which has made unprecedented demands on the quality of institutional management. At all levels of the university, there has been a call for greater quality and efficiency. Naturally, this has included the teaching process.

Coincidentally, during this same period, there has been great development in the area of educational technology. Let us remember how, in less than a generation, the slide rule has been replaced by the electronic calculator - which, itself, has been replaced by the personal computer. Similarly, the mechanical typewriter was replaced by an electrical model and has now been rendered obsolete by the word processor with its laser printer. Audio-visual technologies, such as television, film and radio which had been perfected as forms of mass media are being used in numerous educational settings.

Since some faculty were not able to cope with the sudden changes in techniques and materials, many professors were very poorly acquainted with the potential of educational technology. This was due either to a lack of interest or to conditions inside their institutions. Then concepts of staff development began to be defined, emphasizing the need to increase the professor's ability to make efficient use of the available technology and equipment. Until 1985, the principal - and sometimes the sole - function of centres and offices dealing with faculty development was to assist staff members to acquire the knowledge and skills needed to improve their teaching.

It is a fact that on many campuses, the new audio-visual centre has been a source of pride to the administration and an obligatory stop for important visitors. However, unfortunately the centre has rarely been visited by faculty. Perhaps the introduction of instructional technology has had profound and even threatening implications for the faculty member. If the teacher views himself primarily as a dispenser of information, he may feel that his position is directly threatened by the new teaching aids.

On the other hand, change is one of the few sure things these days. Science changes technology which, in turn, impacts upon social, legal and economic systems. Technology changes faster than societal systems so that professions based on technology must respond more rapidly. People in scientific and technological professions must continuously strive to keep up. Specialization results from efforts of professionals to remain competent in a constantly moving field. Even as new knowledge is being applied, it is often becoming obsolete. There is a need for some professors to catch up, others to keep up, and some to get ahead. In an effort to meet professional and societal expectations, professors continue to study. Continuing education is meant not only to correct outdated information and impart new skills and knowledge, but also it can help professionals apply knowledge and skills they already had or once knew.

It should be noted here that, in wealthy Arab countries with a recent history in higher education, university presidents have always been tempted to bring in new faculty with fresh ideas and perspectives. Such people, it is hoped, will serve as catalysts and stimulants, keeping their departments flexible and constantly evolving. Two assumptions underlie this strategy: first, higher education institutions will continue to grow and hence there will always be positions for new faculty, and second, these new faculty members will be sources of pedagogical innovation. The first of these two assumptions is short-sighted, as are most solutions in our society that are based on the premise of continuous growth. During the early 1980s, most Arab universities were confronted with the prospect of little or no growth in the size of their faculties. The second assumption also proved to be wrong since new faculty members were not necessarily, or even usually, a primary source of pedagogical innovation. In fact, coming from a prestigious, research-oriented institution, the young faculty member was often an inexperienced teacher. Moreover, his only teaching models were likely to have been senior, research-oriented faculty. It should be stressed here that, since innovation in curriculum or course design often involves a certain degree of risk on the part of the innovator, it is unrealistic to expect such a new step to be taken by a new faculty member, who has neither tenure, influence, knowledge of the institution's roles and norms, nor even conditional peer acceptance. While there are certainly exceptions to this rule, the expectation must be that the newcomer will first "learn the ropes" and then innovate - provided that the innovative ideas have not been lost in the process of learning organizational survival.

Consequently it was generally admitted in the early 1980s that it was *much simpler and cheaper* to devise pedagogical training programmes for **existing faculty members** having the ability to change and innovate, rather than to replace them by newcomers.

Finally it should be mentioned that there is a growing concern today about the perceived decline in the quality of undergraduate teaching. Several signals warn of such a decline, notably the increasing specialization of disciplines and the reduced involvement of students in their own educational programmes and reward structures. These are trends which diminish the importance of teaching in the promotion and tenure process.

In fact, the current environment of higher education tends to marginalize both good teaching and effective learning. It is generally recognized that young people today are more visually oriented than their counterparts of a generation ago. Yet most higher education is still delivered, as it was 50 years ago, by a professor standing in front of the lecture hall with a piece of chalk and a pointer. The lecture hall format provides little or no opportunity for student-teacher interaction. Furthermore, most faculty know little about how students learn as research on the cognitive processes of learning is relatively new. Although very few faculty possess any knowledge of this field, this could hold promise for the improvement of teaching and learning through staff development programmes.

As for new educational technologies, these can offer the possibiliy of making the delivery of higher education both more efficient and interesting. Several factors have combined in recent years to improve the potential of educational technologies, such as the increased availability and lowered costs of the technologies themselves - from videotape to personal computers to television satellite broadcasting. The growing regional information infrastructure, collaborative technology, wireless digital communication and hand-held computer notepads herald an even more exciting range of opportunities.

Desirable Faculty Profiles and Specific Training Requirements

It is our opinion that both the ideal graduate and the model faculty member for the 21st century will possess a number of desirable attributes.

These qualities were first defined during a workshop on curriculum development, held at the U.A.E. University in 1993.

The graduate needs:

- the ability to identify a problem, then to develop and evaluate alternative solutions;
- self-learning skills and an interest in life-long education;
- awareness of the practical applications of knowledge;
- a positive attitude toward other people's ideas;
- a high level of maturity and responsibility;
- an integrated and interdisciplinary view;
- to be effective in communicating ideas by possessing strong oral and written skills;
- the ability to use computers for communication, analysis and design;

- to benefit from present university courses which are notable for the breadth and depth of their content;
- a knowledge of business strategies and management practices.

In contrast, the desirable characteristics of a good higher education teacher may be listed as follows:

1. Open-mindedness i.e. receptiveness to arguments or ideas

The professor should always invite criticisms or comments on the ideas presented; he should encourage an open atmosphere where students feel free to ask questions and seek help if needed. This will help him to develop and evaluate alternative solutions.

2. Versatility i.e. showing varied skills or ability

This is a good indicator of life-long learning because it suggests the capacity for self-instruction. In fact, a versatile professor will not concentrate on a few courses which are always the same, but rather he will be able to teach practically all undergraduate courses within his field.

3. Practice-oriented i.e. involvement in practical aspects of his discipline

It has been observed that the hands-on teacher, who is aware of the practical know-how and applications of his field, is highly likely to communicate these skills to his students. He is better equipped to tackle concrete problems and, in the technical disciplines, he is likely to involve practising professionals in his courses. This establishes the link between theory and practice and gives students useful experience of their future profession.

4. Self-confidence i.e. confidence in one's abilities

This will help the professor to build a climate of trust, openness, mutual respect and interdependence. Consequently, this encourages students to be more mature and responsible. It has been suggested that such a teacher is more inclined than others to give open book exams, to let students conduct seminars and presentations and to discuss practical problems related to everyday life.

5. Synthetic reasoning i.e. knowledge of deductive reasoning in order to integrate often diverse concepts into a coherent whole

This characteristic will help the teacher transmit an integrated and interdisciplinary vision to his students,which is particularly useful in complex fields of knowledge.

6. Logic i.e. well-reasoned thinking

If students are to acquire strong oral and written communication skills, their model - the teacher - must be of the highest quality. His ability to direct team activities in the classroom so as to impart a logical approach to problem-solving is of the greatest importance.

7. Promotion of the use of computers for communication, analysis and design

Today, both teachers and students generally realize that computers enhance productivity and thus strengthen the capacity to understand and solve a given problem. The student can thus work better and faster. Furthermore, access to communication services, such as E-mail, facilitates contacts so that global knowledge-sharing is a reality in the learning context.

8. Broad yet detailed mastery of the field

This trait is vital if the teacher is to deal with knowledge outside the actual parameters of the curriculum, which is often inevitable when dealing with highly motivated students.

9. Knowledge of time management and course organization

Students learn by imitation. Thus, faculty must set a proper example by demonstrating a positive attitude toward management practices. This also allows them to be more available for consultations with students and, in a world with continuing graduate employment problems, their professional advice is very frequently sought.

Many of these characteristics are inherent in the good teacher. However, they can be acquired through appropriate staff development programmes provided that faculty are open to change.

Good teaching then becomes a combination of expertise (whether academic or technical), of attitudes and of skills - if all are present, then positive interaction between the teacher and his students will result.

Pedagogical Training Offered by the ANSD

First of all, we should not forget that the Arab Network for Staff Development is still very young, having been launched only in 1991.

The objectives of the network are to ensure the following tasks:

- to promote national resources in the area of staff development through exchange of experiences between member universities of the network and those in other parts of the world;
- to prepare qualified personnel in this field through the organization of workshops and study visits to similar established networks;
- to produce training materials both printed and audio-visual to be used by the member universities in their training activities and in the self-learning process;
- to undertake studies and research relevant to the development of the teaching process in Arab universities;
- to inform member universities of international experiences in this field in order to improve the quality of staff training and to make available relevant bibliographical data;
- to assist training units in member universities in improving their efficiency;
- to provide consultancy and advisory services for new training units to be established in member universities.

To date, the efforts of the ANSD in achieving these objectives has been impressive. Much has been accomplished in a relatively short time.

The ANSD network was initiated thanks to a small group of five staff members at the Alexandria Faculty of Engineering who, on a voluntary basis, took responsibility for steering and organizing activities. A system for communications and documentation was set up and efforts to compile lists of relevant bibliographic material are underway. These are facilitated through exchanges with American and European centres and by acquiring the ERIC data base on CDROM. This material is made available to all interested universities which are ASDN members.

As for the organization of local and regional workshops, the ANSD organized one such event in January 1993 at Alexandria University entitled "The Development of Higher Education".

It also co-sponsored the organization of a regional workshop at the United Arab Emirates University, Al Ain in March/April 1993. This examined "Staff Development in the Universities of the Gulf Co-operation Council States". Following the second meeting of the ANSD General Assembly, which took place at the network headquarters, a workshop on "The Computer as a Teaching and Learning Aid in Higher Education" was held in October 1993.

During this meeting, a proposed plan of activities for the 1994-95 biennium was approved and foresees the organization of four workshops :

April 1994 : "The Preparation and Use of Audio-Visual Aids in Education" with either Qatar or Kuwait Universities as tentative sites;

October 1994: "Implications of the Semester System for the Development and Training of Academic Staff in Arab Universities" at Alexandria University;

April 1995 : "The Use of Modular Approaches in Academic Staff Development Programmes" in either Tunis or Tripoli;

October 1995: "Different Approaches by Arab Universities to Staff Development" to be held at the network's headquarters.

During this same period, the development of the ANSD library and documentation services will be further strengthened. Also, the preparation of educational modules using audio-visual material will be carried out via co-operation amongst Arab institutions which have suitable facilities such as Qatar University.

Finally, an ANSD newslettter is being considered to publicize the main events and activities of the network. This could also assist in expanding its membership.

The Overall Impact of the ANSD on Innovative Teaching Methods in the Region

Needless to say, it is not easy to judge the impact of a network which has only been operating for two years. Moreover, the higher education field itself is dynamic in nature and hence significant changes are always taking place. For this reason, it is difficult to contend that these changes were directly influenced by the creation of the ANSD or, conversely, that they would have occurred anyway even without the efforts to build up this network.

In this respect, the example of the United Arab Emirates University is interesting. Three years ago, the main criteria for the evaluation of a teacher in the Faculty of Engineering centred on the number of his publications and the actual journals where these appeared. A shift became perceptible six months ago, and the emphasis is progressively being placed on using innovative teaching methods, increasing interaction between the professor and his students and trying to eliminate or vary the traditional approach to lecturing. In this case, the main thrust behind these innovations came from the university's Chancellor and the Dean of the Faculty of Engineering. Thanks to their leadership and collaboration with the planning sector of the university, strategies were adopted to introduce practices in academic staff development which had been in use in highly developed countries for more than a decade.

Thus, U.A.E. Engineering Faculty seems to be following a policy for staff development which is very close to the approach advocated by the ANSD itself.

In fact, one of the major advantages of the network is that it brings together decision-makers interested in the staff development issue. For instance, the 1991 Alexandria meeting was attended by 32 deans of Engineering and Education Faculties in the Arab world and two university rectors. From the contacts which ensued, clearly many useful exchanges took place during the meeting . These have proved useful for the various institutions wishing to define a policy or strengthen activities in this field.

As a support service, the usefulness of the ANSD documentation centre has proved indispensable. This is available to any faculty member teaching in an Arab university who wishes to consult current information on higher education teaching practices. As previously mentioned, the centre has the ERIC programme which offers abstracts of research in various fields related to higher education which have been published over the past nine years. This type of material is invaluable to institutional policy-makers, faculty and researchers alike.

As a next step, it would be useful for the ANSD to undertake an inventory of innovative teaching methods now under way in the 79 universities of the region. Such a study would ascertain how these approaches deal with the specific needs and features of the prevailing local conditions.

Trends in Teaching and Research Methods

Certain innovations in teaching methods appear to help solve some of the major problems facing higher education in today's world.

Expansion of the applications of computer-aided instruction

There is presently an enormous increase in the knowledge available in many fields of the technical sciences. At the same time, increases in the power and affordability of personal computers have resulted in an improved potential for the application of computer-aided instruction (CAI) in higher education.

The ANSD could collect and distribute copies of CAI instructional modules and software, possibly with videotapes of their use by students. Alternatively, an institute could be established to develop more generic CAI courseware for sale on a regional basis.

Furthermore, the ANSD could help develop a regional educational television network for undergraduate instruction. This medium would have the advantage of exposing students to the best teachers in the region on specific topics.

Student-faculty interaction

The use of educational technology to increase teaching productivity seemingly runs counter to the notion that faculty should spend more time interacting one-on-one with students. But, paradoxically, these technologies may actually free professorial time for such contacts.

According to Sacken (8), efforts to improve teaching will be increasingly associated with assessing student results. It is necessary to underline here that teaching and learning constitute a collaborative venture which depends for its success on an agreement (sometimes explicit, but most often implicit) between teachers and students to work together toward common educational objectives. Certain attitudes and responses appear to be essential to ensure the success of this collaborative interaction. Students respond much more enthusiastically to teachers whom they regard as genuinely interested in them and committed to teaching them. And teachers respond much more enthusiastically to students whom they perceive as eager to learn: presumably they are convinced that what they are doing is important for the students. Interest, concern, commitment, enthusiasm and eagerness are what make the process worthwhile for all the participants.

Moreover, there are indications that these relational issues are not peripheral to the teaching process, but rather, are central to this. As such, they are the essential factors upon which the effectiveness of the teaching depends. No matter how expert and talented a teacher may be, that person may not be effective or appreciated if he or she does not care enough about the students to give them time and show them interest. Feedback to the teacher can enhance the collaborative relationship, especially if this lets the teacher know what the students are thinking and feeling. This demonstrates that good communication exists.

Enjoyment in teaching and learning

This constitutes a very interesting trend in some American universities, the aim being to attract students and keep good teachers. Enjoyment can be generated by focusing on interesting practical applications and by citing useful examples from daily life. Such an approach is more informal and creates a relaxed atmosphere which can be more conducive to learning.

Research Trends

Over the last ten years, two trends are noteworthy:

Sponsorship of young faculty

Sponsorship is one process of initiation into a profession. Prize winners most often have studied under and work with leading researchers and they,in turn, sponsor the next generation of scholars.

The principle of personal networking has some relevance for the view that the most productive faculty members are characterized by the frequency of their contact with colleagues outside their institution. Certainly, in a dynamic field such as higher education, having a large number rather than a few intimately known colleagues on a professional basis may well generate more ideas and lead to collaborative work and a higher productivity rate.

Faculty entrepreneurship

There is an ever increasing number of faculty ready to commercialize their research by starting a firm. If universities do not provide the flexibility needed for these business ventures, faculty will be tempted to go to those institutions which are genuinely responsive to such approaches.

Put another way, by being flexible, universities can actually achieve a "brain gain". As a result of this trend, many universities in the Arab region are now rethinking their conflict of interest policies. It is a fact that very few actual or aspiring entrepreneurial faculty desire to alter their existing relationships with the university. These faculty will, in the long run, probably remain research productive if for no other reason than to retain a competitive edge for their own venture and promote themselves as leaders in their profession.

Universities have other good reasons for supporting faculty entrepreneurship. Innovative universities are looking at these ventures as new markets for research that may gradually substitute for declining enrolments.

This is a particularly interesting trend in terms of the differences between Arab universities and their counterparts in the United States and in Europe. Where there can be a 15-20 year time lag in strategic approaches to many areas of institutional policy, there is practically no difference in relation to this specific area. Faculty appear unanimous in their support for the entreprenurial university and in fact, in poorer institutions, this activity provides a vitally needed supplement to their salaries.

Conclusion

To end this brief account of staff development initiatives in universities of the Arab region, it should always be remembered that change in a realm such as higher education is especially difficult to effect. This is because innovation in national and institutional policy-making depends greatly on the attitudes of the decision-makers and on the breadth of their knowledge of worldwide trends affecting this field. Successful changes can be brought about if there is a clearly perceived need for them and if individuals hold sufficient responsibility so as to feel that they can influence and even determine the change process.

In achieving this balance, there is a parellel with the thesis of Arnold Toynbee's "Study of History" which holds that too little stimulus will atrophy civilizations, whereas too much will cause their disintegration. In higher education, the pace and nature of the current changes certainly avert any danger of atrophy. However, since they also constitute a strong stimulus, they should be suitably controlled in order to ensure that their outcomes are beneficial to the systems and institutions concerned.

One of the most effective controls is undoubtedly the quality of the professoriate whose members should be not only expert in their disciplines but attuned to innovation in the teaching process. Such attributes are consonant with the aims and programmes of the Arab Network for Staff Development.

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TEACHING DEVELOPMENT IN NEW ZEALAND HIGHER EDUCATION

John Jones

INTRODUCTION

This chapter is essentially a case study of the University of Auckland, and the ways in which teaching developments have recently evolved and are currently organized and supported within the institution. At the same time, it is a case study that places a significant emphasis upon the context. To understand the detail, it is necessary to locate the University of Auckland in the context of recent changes in New Zealand higher education - and to further link that with Australian initiatives. Part of this will be elaborated upon in later sections of this chapter. For the present it will be sufficient to sketch out the very major changes that have occurred in the system of higher education in New Zealand over the past four or five years: following this some brief references will be made to parallel developments in Australia.[1]

In 1988 the Hawke Report on post-compulsory education and training, which had been commissioned by the then Labour government in New Zealand, was published. It proved to be a very influential document, which charted a broad course for much of what has happened in higher education in the interim. In terms of the present discussion, the major recommendations of the Report were the following:

- increased participation rates in higher education. In order to fund the extra places that would be necessary, a partial 'user pays' scheme was to be introduced. Prior to this time tuition fees at New Zealand universities had been effectively zero, in addition to which students received a basic subsistence allowance;
- a system of funding all higher education, universities and polytechnics[2], based upon the numbers of 'effective full time students' (EFTS) enrolling in each of the institutions. Parallel with this move, the University Grants Committee - which had previously negotiated with government for university funding - was disbanded, and a Ministry of Education was established. Since that time universities have been funded directly from the Ministry. Individual institutions were to be responsible to government through negotiated Charters and on-going statements of objectives for rolling three-year terms;

- the establishment of a national body - now the New Zealand Qualifications Authority (NZQA) - which was to be responsible for the accreditation of all tertiary and higher education qualifications.[3]

Since 1988 there have been several changes in detail, and modifications to the system. These include a significant increase in student fees. However, the basic philosophy embodied in the Hawke Report has remained, has strengthened even, and has exerted a profound influence upon emergent practices in higher education. Inherent in the system are the following characteristics:

- responsiveness of higher education institutions to the demands of "the market"; this has affected both students and employers;
- competition among institutions for students. Income is generated from student enrolments in two ways: from the government EFTS-based funding, and from the (increasing) contribution from student fees;
- the increasing student fee contribution is a consequence of an emergent philosophy of "user-pays", based on the argument that a significant proportion of the private return to students from higher education qualifications should be borne by them.

There are some fairly obvious consequences for teaching and learning cultures and practices and some which are perhaps less evident. These will be addressed in later sections. While the developments described thus far relate to New Zealand, the same broad structural issues and developments can be seen across the Tasman Sea in Australia. There the seminal document was the Green (and later the White) Paper issued in 1987 by the then Minister for Employment, Education and Training, John Dawkins. Similar philosophies and rationales underlay the proposals. While the details of developments may have varied from those in New Zealand, the culture within which teaching and learning now takes place in higher education in Australia is very similar to that in New Zealand. Karmel (1990) has suggested that four major objectives are embodied in the White Paper:

- to raise participation in higher education;
- to improve access;
- to improve institutional efficiency and effectiveness;
- to increase the responsiveness of institutions to Australia's economic and social needs.

This amounts to a prescription for a changing culture in higher education. This culture can be characterized as market-driven and competitive, and shot through by a much stronger ethos of managerialism, efficiency and broad-based accountability than existed previously. In parallel with this is a demand for universities to obtain more of their funding from the private sector, as government funding per effective full-time student drops significantly.[4]

THE CONTEXT FOR TEACHING DEVELOPMENT IN NEW ZEALAND HIGHER EDUCATION

The last section outlined some of the wider policy initiatives which have recently influenced developments in New Zealand higher education. This current section examines some of the more specific consequences which are currently impacting upon the ways in which teaching is organized.

Quality in Higher Education

The genealogy of New Zealand higher education is based strongly in the United Kingdom.[5] There is a tendency to look to the United Kingdom for models of good practice, and as a kind of crystal-ball to the future. A recent significant example of this is vis-a-vis notions of quality assurance and academic audit. In May 1991, the British government published the White Paper "Higher Education: A New Framework". The major concern of the White Paper was that participation rates in higher education in the United Kingdom should increase significantly, and that this increase should occur in a more efficient and cost-effective manner. Associated with these ideas of efficiency and effectiveness was the concept of "quality" in higher education and the attendant notions of *quality audit, quality assurance* and *quality assessment.* The underlying rationales, and the consequent practices associated with quality audit, struck a chord in New Zealand. In May 1992, a two-day Workshop was held under the auspices of the New Zealand Vice-Chancellors' Committee to address the issue of Quality Audit or Academic Audit in universities. A proposal to establish an Academic Audit Unit, along the lines of the British model, emerged out of the meeting - and subsequently this was adopted.[6]

The practice of Academic Audit in the United Kingdom focuses upon the whole institution, systemically. Arising out of the reports which have been published as a result of auditors' visits there is a strong theme which is associated with the need to assure quality in *teaching.*[7] These kinds of remarks are beginning to impact upon teaching practices in British universities, and it is inevitable that the advent of quality audit in New Zealand will have a similar effect. Similar initiatives in Australia are already noticeable. Two examples are the following:

- the Queensland University of Technology (QUT) commissioned an Academic Audit from a British academic (one of the auditors in the United Kingdom), and has published a report, in August 1992, based upon that; this was part of a five-year Teaching and Learning Development Strategy implemented by QUT;

- the University of Adelaide (September, 1992) published a wide-ranging report which addressed many aspects of quality in teaching and learning, together with some suggestions for strategies which could usefully be adopted by the university.

In the United Kingdom, external assessments of "quality", on a discipline basis, have funding implications. There, the Higher Education Funding Council for England is committed to funding departments within universities (partially at least) on the basis of an assessment of the overall quality of the education that they offer. So far there is no indication that similar measures may be implemented in New Zealand. Though, in Australia, it is interesting to note that an estimated A$76 million of so-called "quality money" is to be allocated across the universities on the basis of some kind of quality assessment. So far, the criteria are largely undefined.

In the literature relating to student learning and assessment, it has been clearly demonstrated that an effective way of changing student learning behaviour and the eventual quality of students' learning outcomes is to change the assessment system and the criteria according to which students are rewarded with grades. It is reasonable to assume that universities will operate in similar fashion and change their practices, including teaching, in line with their perceptions of the rewards associated with quality audit and/or assessment.

Accountability: course and teaching evaluation

One of the most significant consequences of recent changes in university cultures is the emphasis that is now placed upon the evaluation of practices - especially teaching. There has been both a qualitative and a quantitative shift. Until comparatively recently, teaching evaluation was an *ad hoc*, fragmented and unsystematic activity. It was largely carried out by a small band of enthusiasts, usually the better teachers on campuses who collected student feedback at the end of their courses, with the intention of using the information to improve their teaching and run better courses. Where staff used this information in support of promotions applications and the like, it carried little if any weight. That situation has now changed markedly. There is a qualitative change in that systematic and comprehensive course and teaching evaluation, involving a majority of staff, is now the norm in universities. Moreover, that information is now taken account of in a wide range of administrative decisions concerning continuation of appointments and promotions. In addition, the potential of the feedback for formative evaluation and the improvement of teaching - consistent with quality assurance perspectives - is that much greater in a situation where a critical mass of staff are engaged in the process.[8]

A culture of evaluation and appraisal has developed, consistent with an ethos of accountability and quality assurance. There are also links with the increasingly competitive environment which is emerging. This aspect is addressed in the next section.

Competition among higher education institutions

The "best" institutions have always attracted the "best" students. Of course this leaves open the interpretation of "best". So far as students are concerned it has been associated with their obtaining high academic qualifications; for institutions the criteria have been bound up with a reputation that depends largely upon the research and scholarship records of staff. While that broad perspective is likely to persist, there is also a trend toward tertiary institutions positioning and projecting themselves more in terms of what they can offer students by way of teaching and associated support services. As students are asked to pay more of the cost of their studies they are very likely to pay more attention to the quality of what they are getting for their money: especially the total teaching/learning environment. A further factor that is impacting in New Zealand is the greater choice of institutions that students have for degree studies. Whereas previously universities held a monopoly on degree studies, NZQA now has the authority to accredit any provider as able to offer degrees - provided, of course, that they meet the criteria laid down by the Authority.

What has not yet happened in New Zealand is a structure within which competition for centrally allocated funds takes place - as happens in one form or another in both the United Kingdom and Australia.

A more diversified student population

One of the major international trends in higher education is a call for a more diversified student population that is a truer reflection of the population at large. Of course, an increase in participation rates is likely anyway to lead to a greater diversification. Sources of diversity in student population are of several different kinds: all of these have implications for teaching arrangements which could be described as valid under the scrutiny of academic audit.(Or which the diverse student body is likely to judge appropriate.)

As a greater proportion of school leavers move into degree and other tertiary studies, there will be a greater spread in the academic achievement of the student population;[9] traditional assumptions about the capabilities of entering students may no longer be justified.

In terms of equity arguments, ethnic minority students should be present in universities in at least the proportions that are representative of the national population at large. Often such students are "under-achievers" in primary and secondary schooling. This lack of achievement is due to a complex set of factors connected with the different sets of cultural capital possessed by particular groups, which are differentially valued within the current educational system. Coupled with these issues, there are usually student cultural perspectives concerning education which can be at odds with conventional wisdoms.[10]

Full fee paying overseas students are another group who are increasing in number and adding to the diversity of the student population. At one level the recruitment of such students is an attractive proposition as a revenue-generator for universities. However, there are also problems, not the least of which is the fact that for many of these students English is not a first language.

The last sections have outlined some of the more significant aspects of the institutional setting that have influenced and are impacting upon the kinds of developments that are taking place in teaching in New Zealand. The main focus for the rest of this chapter is an exemplification of those broad developments by reference to the University of Auckland. Before moving into that description it is worth spending a little time in drawing the distinction between two kinds of structural approach to the development of teaching (which are in fact related): the *national* and the *institutional*.

National initiatives are those which apply across the whole of a country and are centrally organized and directed. The best current example in the country is the newly-established New Zealand Vice-Chancellors' Committee Academic Audit Unit. In Australia the Committee for the Advancement of University Teaching (CAUT) established in 1992 under the aegis of the Department of Employment, Education and Training (DEET) is providing significant opportunities for the enhancement of teaching. This Committee has an annual contestable fund of about A$5 million for the funding of projects (mainly) within institutions; there is a further fund (A$2 million) for commissioned projects which are intended to have an Australian-wide impact.

In Australasia as a whole, the Higher Education Research and Development Society of Australasia (HERDSA) has been influential over the last two decades in providing a forum and a focus for innovation and development on teaching. The Society now has Branches in New Zealand, Queensland, New South Wales, Victoria, South Australia and Western Australia, and links with other similar organizations such as the Society for Research in Higher Education in the United Kingdom. With an increasing membership - in excess of a thousand - and a growing programme of branch and general Society activities and publications, HERDSA is playing an increasingly important role in providing a network and a focus for teaching development in the region.

Another significant feature of the national landscape is the emergence of qualifications specifically in the area of tertiary teaching. These exist at Post-graduate (e.g the MEd in Higher and Adult Education at the University of Auckland) and Diploma levels (e.g. the Diploma in Adult and Tertiary Education at the Auckland Institute of Technology), and there are also moves to introduce a cross-institutional Bachelor level programmes designed specifically to prepare practitioners in tertiary teaching.

Institutional arrangements for the development or enhancement of teaching represent the cutting-edge. Higher education is increasingly being affected by international trends, and takes place within a national context that is influenced by that international overarching of effect. Nevertheless, it is within the individual higher education institution - or even within the specific course or classroom that those broad trends are operationalized and impact upon the quality of student learning. In the next section those operational aspects are described, as they pertain to a single university.[11]

TEACHING DEVELOPMENT IN THE UNIVERSITY OF AUCKLAND

The general picture

The University of Auckland is the largest of New Zealand's seven universities and - established just over a century ago - one of the oldest. It has an enrolment of more than 22,000 students in nine faculties (an equivalent full-time student enrolment of about 18,000), an academic staff in excess of a thousand and a similar number of "general" staff.[12] As described earlier, universities in New Zealand accredit their own degrees: until recently they were the only institutions that were able to do so. For the past two years however Polytechnics have been able to award degrees under the umbrella of NZQA. This is becoming particularly significant in Auckland where - in addition to the University of Auckland - there are three large Polytechnics together with an "Open Polytechnic" (offering degrees via correspondence) and a satellite campus for another New Zealand university (Massey). The "competitive" ethos among institutions is new - but growing.

Until recently, the resources specifically devoted to the development of teaching in the University, and the active support of new initiatives were nominal and rudimentary. In one sense, "staff development" provisions were generous, via a system of sabbatical leave for academic staff. However it was (and still is) referred to as Research and Study Leave, and the criteria for award of leave were almost entirely bound up in the research responsibilities and activities of staff. In late 1974 a Higher Education Research Officer (HERO) was appointed to carry out research and development work associated with university teaching and learning, the appointment largely stimulated by the establishment of "Teaching Units" notably in the United Kingdom and Australia.[13] Until 1989, the Unit consisted of a single academic appointee, together with secretarial/administrative support. Since then, and in line with the broad national and international systemic developments outlined in the sections above, there has been a very significant development in the amount of resources allocated to staff development in general and teaching enhancement in particular. The major structural elements within the university that are now associated with that teaching enhancement are the following:

- the Higher Education Research Office (HERO) which now has a full-time permanent academic staff of three - together with the equivalent of a further two non-tenured academic positions - and two administrative staff; additionally, the budgetary support has become a good deal more generous;
- an Academic Staff Development Advisory Committee (ASDAC), chaired by a special assistant to the Vice-Chancellor, which acts as a policy-advisory body for the Academic Committee and as a support and advisory committee for HERO.

In addition, there are two other agencies on campus that impact indirectly upon teaching developments. These are:

- the Staff Development Office (SDO) with a complement of three professional/administrative staff. While the major focus of the SDO is appraisal and development of general staff, its terms of reference also refer to academic staff; activities in conjunction with HERO vis-a-vis the development of "generic" aspects of academic staff, especially with Heads of Departments and departmental management, are becoming more important;

- the Student Learning Centre (SLC); the brief of this centre is to work with students in developing their learning capabilities via "Study Skills" programmes and similar activities.

As a backdrop to all of these aspects, there are two sets of documentation that act as a rationale for teaching development on campus and guide its general direction.

The first of these are the University "Guidelines for Academic Staff Appraisal and Development", accepted in late 1989. Among other matters, this document states the central importance of good teaching and a commitment of resources to its enhancement; it also outlines two important operational elements:

- the requirement for regular course and teaching evaluations in departments, which should include student feedback on teaching; this is to be the responsibility of the head of each department;
- the requirement for each staff member to complete an Annual Report Form, detailing activities in the previous year. There are also strong suggestions that :

  (a) the staff document plans or targets for the coming year

  (b) staff and heads of departments should discuss these documents.

The second document is the University's annual Statement of Objectives for the ensuing three-year period. That document has, for the past few years, given prominence to the importance of teaching developments, and the role that staff development can play in helping to enhance teaching on campus.

Over the past three or four years, there has been a gradual broadening in the interpretations of the terms *teaching enhancement* and *staff development* - implicitly at least. It was certainly true that in the early to mid-1980's the terms were associated with deficit models. Staff were deficient in some way - unskilled or inexperienced as teachers - and so needed to be changed or upskilled, as individuals, by participation in staff development activities. The typical "remedy" was attendance at an appropriate workshop, seminar or short course. That focus still remains, but it has been supplemented by an alternative perspective which aims at the modification of the environments (predominantly socio-cultural and pedagogical) in which learning and teaching takes place. This supplementary perspective is based in the notion that good teaching is a function of the individual teacher together with the opportunities and constraints presented by the environment in which he or she practises. Further, that environment is largely determined by university management: the Vice-Chancellor, Deans and, especially, Heads of Departments. In turn they are affected, together with all staff members, by the general climate of broad policy in which the university is embedded.These are the matters referred to in the Introduction.

Some specific developments and activities

The catalogue of activities that follows is by no means a comprehensive one. It is designed simply to demonstrate the broad range of activity that has grown up in the last few years, together with the scale of the activity, and further to focus on a few aspects that are especially salient.

Workshops are still one of the most common teaching development activities on campus. Over each of the past two years approximately 60 teaching-related workshops have been organized for academic staff at large covering a wide range of traditional (e.g. lecturing, audio-visuals) and more innovative (e.g.project-based courses, peer tutoring) aspects. The most common attendance at these workshops is about 15 to 20 staff members.

In addition to topics which are directly teaching-related, there are two other kinds of "classes" which have been popular: those aimed at such generalized aspects as stress management, team building and "computer courses" which are designed to enable staff to develop greater levels of computer literacy. Over a hundred of these are now organized each year by HERO and SDO, working together, for academic and general staff.

All of these workshops, offered across campus to academic staff at large, are evaluated by canvassing staff feedback. It is interesting that a major positive aspect of the workshops is the opportunity they give for staff to interact with colleagues from other departments. As the university grows and becomes more diversified, this networking is becoming increasingly important. This importance is associated both with social/collegial aspects, and for the potential for the exchange of "good practice" in a relaxed but focused forum.

Another kind of workshop for which there is a rapidly growing demand is that which is focused on a particular department, group or interest sector, and tailored to their concerns. (An obvious example is where a department wishes to examine and develop its assessment policies and practices). Three examples of this kind of activity are worth discussing in more detail:

A. Workshops for part-time tutors

As the national educational policies of the past few years have been implemented, staff-student ratios have declined markedly (across the university as a whole the figure is now 18:1). To cope with this, large lecture classes have become more and more the norm, especially in the first two years of study. As an adjunct to the large-lecture environment, small group tutorials, problem clinics and the like are organized for students. These classes are staffed almost entirely by graduate students employed on a very part-time basis. These small groups are where the "real" teaching takes place for many students, and it is critical that the graduate student tutors running the classes have at least a modicum of training for their role. It is encouraging that demand for this kind of training has been growing. Currently, it means that the teaching to which students are exposed is more competent. From a longer-term perspective, it can be viewed as a socialization of future academic teaching staff - the current post-graduate students - into a culture of concern about teaching standards.

B. Bi-culturalism and support for Maori students[14]

Maori represent about 15% of the population of New Zealand. Their position as equal partners in educational (and other) development in the country is encapsulated in the Treaty of Waitangi. The University Charter commits the institution to the ethos of the Treaty and to practical ways of implementing its spirit. A prime objective is to increase the proportion of Maori students at the University. Recent years have seen significant increases, with the proportion of Maori enrolments progressing from about 3% in the early 1980s to a current figure which is in excess of 7%. However, this is still well below the proportional figure for the population as a whole. Recently the focus of concern has started to expand, and encompass the achievement of Maori students at university as well as their actual presence on campus. Several teaching and course related initiatives have been implemented. These include the following:

i) the formation of a Bi-cultural University Group on campus (Maori and Pakeha staff) whose basic aim is to disseminate "good practices" that better serve the needs of Maori students on campus.[15] Activities of this group have included:

  - the publication of reports dealing with "good" departmental practices
  - departmental visitations to outline possibilities
  - organizing workshops and activities on the Marae which is the traditional centre for Maori community life;

ii) the organization by some departments of "Maori tutorials", especially for Maori students; the aim being to make students feel more at home among their own people;

iii) associated, and more structural, initiatives have included the development of courses and curriculum that are explicitly concerned with Maori knowledge and ways of knowing; appointment of Maori staff, specifically; and the recruitment of Maori quotas into courses with limited enrolments.

C. Workshops for Heads of Departments

Heads of departments are central to the establishment of a culture or environment which is conducive to the enhancement of teaching. Departmental management is becoming a much more important - and complex - activity as resources and decision-making are devolved more to departmental level. At the University of Auckland, and in New Zealand in general, it is becoming common for heads to be appointed for a fixed term of three to five years, and for the position to be rotated among senior staff in a department. Over the past three or four years, several workshop and support activities have been organized for heads. Examples include induction programmes for those taking up their positions, as well as sessions dealing with "people management" and more technical sessions focused on financial planning and the like.

The concept of the stimulation and dissemination of "good practice" (together with its attendant rationales) is central to much of what goes under the general rubric of "workshop and related activity". It is likely to become more established. An element which is worth mentioning briefly in this connection is the existence of the Teaching Improvement Grant (TIG) Fund on campus. This is a small ($20,000 per annum) fund to which staff may apply for grants of up to about $1,000 in order to "seed" teaching developments; an explicit objective is to stimulate innovative and alternative practices that can serve as practical and accessible models for other teachers on campus.

REWARDING GOOD TEACHING

Any system of teaching enhancement that is to be effective has to incorporate,within itself, mechanisms for rewarding those who teach well. These rewards can take the form of peer acknowledgement / accorded status, material rewards or some combination of the two. Officially, the criteria for promotions or the confirmation of appointment at the University of Auckland have always involved teaching, research and "other contributions" to the University through one's discipline or profession. In practice, until relatively recently, it has been research which has been the predominant criterion for making these kinds of decisions. Part of this was probably due to the lack of "public" evidence on which to base judgements of teaching performance - and part was due to an institutional valuing of research far more than teaching. That situation has changed markedly in the past two or three years.

One of the major changes on campus has been the extent to which systematic evaluation of courses and teaching, mainly through student feedback, has become an accepted part of institutional practice. Four or five years ago, HERO was involved in evaluating and reporting on about a hundred courses and associated teaching each year. In 1993, almost 3,000 evaluation reports were produced. There are at least two consequences of this increase which have impacted upon teaching:

- published "norms" relating to student evaluations of teaching have enabled staff to locate the "quality" of their teaching (as judged by student feedback) within the particular context in which they operate, and compare their own feedback with those of their peers; this step is certainly stimulating change;
- the existence - and general acceptance by academic staff - of a campus-wide system of teaching evaluation has enabled staff to support applications for promotion with independent, comparative data. This, too, is beginning to have a significant impact upon teaching practice.[16]

A recent initiative designed to enhance the status of teaching on campus is the establishment of "Distinguished Teaching Awards". Each year faculties are asked to choose recipients of these awards by procedures which individual faculties develop within a broad set of institutional guidelines. Recipients of the awards receive both the acknowledgement attached to their receipt of the award, together with a medal and a cash prize (~ $1,000). A useful spin-off from this structure is the identification of "expert" teachers who can serve as examples and resource people in a variety of teaching development activities on campus.

OTHER DEVELOPMENTS

Activities that are robust enough to survive changes in personnel need to be embedded structurally within the institution. One activity which has been consistent with this observation is so-called "departmental retreats" which are essentially facilitated strategic planning sessions attended by all or most of a departmental staff. Though not exclusive to teaching, they have often provided a good opportunity to reflect upon the whole of a department's teaching programme and focus on ways in which teaching might be enhanced.

A final issue concerns the extent to which university teaching, *per se*, is a professional activity. If it is to be so, then it is arguable that a professional approach should be acknowledged by a qualification or credential of some kind which acknowledges the substance of the professionalism and expertise. There are a number of initiatives that are drawing on the discipline of higher education in formal programmes designed to enhance the practice of tertiary teachers and accredit them in the process. As was mentioned earlier in the chapter, one such initiative is the MEd specialty in Higher and Adult Education, taught by HERO staff via the Faculty of Education within the University.

IN CONCLUSION

The University of Auckland is just one institution that exists within, and is largely controlled by, a national system of higher education. That national system is complex and a function of the competing demands and perspectives of various stakeholders: government, employers, staff, students and the wider community. The picture is further complicated by the location of the New Zealand system within a broader regional and international framework, by which it is in turn inevitably influenced. The challenge for the University of Auckland - and for all educational institutions - is to be cognizant of those international trends and extract from them the broad concepts and "good practices" that are pertinent for the development of teaching in ways that are locally appropriate. At the same time, there is the further challenge of contributing to that international network in a fully collegial manner that has been the hallmark of university education.

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Notes

1. For fuller overviews of the rationales underlying the changes, and the practical implications, see Jones (1991) - in relation to NZ, and Karmel (1990) for Australia.

2. At that stage, the seven NZ universities were the only institutions allowed to award degrees; polytechnics awarded diplomas and certificates as well as carrying out a wide range of trades and vocational training.

3. This proposal has since been modified, with NZQA responsible for the accreditation of non-university degrees, while university degrees are awarded under the auspices of the New Zealand Vice-Chancellors' Committee (NZVCC).

4. Recent NZVCC figures show that the average government funding per university student fell from NZ$12,603 to NZ$9,159 over the decade to 1990; a drop of about 40%. Indications are that this reduction in funding will continue.

5. Structurally the university system is rather different. For example, degree programmes are more 'modularized' which makes it possible for students to study part-time or take a break from study; access is more 'open', with less emphasis upon academic entry qualifications, especially for mature students. At the same time a large proportion of staff have qualifications from British universities, and consider their "academic roots" to lie there.

6. The first Director will take up his position in the Unit in early 1994.

7. A report by Jones (1992) based upon the Audit Reports published at that time indicated that comments relating to the assurance of quality in teaching were the second most common (after remarks about system structures).

8. These contentions are true for the NZ university system as a whole: the units which have been established to support teaching development all report increased levels of teaching evaluation activity on their campuses.

9. This supposes that some kind of norm-referencing system for describing academic achievement is in place: this is almost inevitably the case.

10. This factor is especially significant in New Zealand in general and Auckland in particular in connection with Maori and Pacific Islands peoples.

11. The aspects obviously refer specifically to The University of Auckland; however, they have their broad parallels in the other six universities though some of the detail might be a little different.

12. This term is a generic one covering administrative, secretarial and technical personnel who do not have direct teaching and research responsibilities.

13. At about this time - 1974/75 - four of the NZ universities established such units for the first time: since then all seven have followed suit, to a greater or lesser degree.

14. In addition to Maori people there are significant numbers of other minority ethnic groups in NZ - Pacific Islands groups in particular. (Moves are being made to construct educational environments more appropriate for their needs). However as the indigenous people, and in terms of legal structures, Maori occupy a unique position in NZ.

15. It is worth noting that alternative activities are aimed at other student groups: for example Workshops that focus on the teaching of Asian students are now a regular feature of the staff development programme.

16. There is an emergent, and largely valid, argument that an over-emphasis on student feedback as a means of judging teaching can lead to unintended distortions. However, the very existence of the system is leading to re-examination of the aspects that make up desirable learning environments and associated teaching.

UNIVERSITY TEACHING NETWORKS IN LATIN AMERICA AND THE CARIBBEAN

Jose Silvio

Historical Evolution and Current Situation

The experiences of improving university teaching in Latin America have developed in the context of wider initiatives aimed at improving the quality of higher education in general and carried out within the framework of diverse reforms. These reforms concentrated mainly on four aspects : the structural aspects (mainly curricular changes), the pedagogical training of higher education teachers, the teaching, research or administrative processes *per se*, and the legal aspects. These reforms are analysed in greater detail by the author in two studies of the subject (SILVIO, 1987, 1991).

The pedagogical training of higher education teachers emerged in Latin America parallel with the concern about the deterioration in the quality of higher education and also coincided with the presence of different factors which have affected the development of higher education in this region. Similar situations occurred in this same sector in other parts of the world. The influence of this process is still felt today to varying degrees. Key factors are:

- the growing demand for access to higher education;
- demands for its diversification;
- the need to achieve greater quality and relevance within this sub-sector;
- the management of institutional change in universities;
- the progressive reduction of financial resources;
- the need to achieve a closer and better relationship between higher education, the labour market and the productive sector in general;
- the need to give importance to and use in a creative and productive way the new emerging information and communication technologies in the teaching and research processes;
- and, last but not least, the globalization of higher education through inter-university co-operation.

The first attempts to improve the quality of higher education through pedagogical training programmes for university teachers date from the 1970s but it was during the 1980s that they took on greater importance and became more systematic. This was due basically to the efforts made by the Inter-university Development Centre (CINDA), a non-governmental organization which groups together a number of universities in the region, and by UNESCO, through its Higher Education Division and its Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC). These bodies produced two regional programmes, whose activities were developed in a parallel yet independent way. However, as we shall see later on, their objectives, scope and subjects were complementary.

The CINDA network's central idea was the implementation of the "Latin American Programme for Co-operation in University Pedagogy", which began in 1982 with the support of the Organization of American States (OAS), as part of its Multinational Programme for Middle and Higher Education (PROMESUP). Its later development can be characterized by different stages. The first stage (1982-83) was marked by the constitution of a network, the identification of centres and specialists in each country and the gathering of information about the development of university pedagogy in the region (CINDA, 1984). In the second stage (1984-85), the network concentrated on the evaluation of teaching improvement programmes and their potential for producing qualitative changes in higher education in the region (CINDA, 1986). The third stage (1986-87) was oriented towards the conceptualization of the teaching function in the Latin American university, with the object of defining the quality of higher teaching, as well as strategies and mechanisms which could contribute to its improvement (CINDA, 1988). The fourth stage began in 1988 and included the extension of the range of the CINDA network's activities based on the themes of university management and the quality of teaching. These themes are closely related and CINDA's main objective is to assure the management of quality teaching through the promotion of relevant institutional policies (CINDA, 1990).

Since its conception, the CINDA network has sponsored both international and national seminars, specialist exchange activities between countries, advisory and training programmes in several universities, the promotion of inter-institutional agreements, an evaluative survey carried out in 1983, and other research which has been in progress since 1990.

The network sponsored by UNESCO and its regional centre, CRESALC, is identified by the acronym REDESLAC. This was the initiative of four big Latin American universities: the Federal University of Minas Gerais (Brazil), the University of Buenos Aires (Argentina), the Universidad Nacional Autónoma de Mexico (UNAM), and the Central University of Venezuela. Specialists from these four universities met in Caracas in 1984 with the object of proposing to UNESCO the creation of a network to improve the quality of higher education, with emphasis on the pedagogical training of university professors.

During the second stage, which began with a regional workshop in Buenos Aires in 1985, the network was extended to include a total of 16 large public universities in the region. Its objectives were re-defined and extended to include pedagogical training and improvement programmes for higher education teachers, research on the teaching and learning process at the higher level and pedagogical advisory activities and programmes at the universities themselves. The creation of networks in different countries was also studied in order to have national counterparts for the regional network. As a follow-up to the recommendations made by the Buenos Aires Workshop, meetings were organized in Brazil, Costa Rica, Ecuador, Mexico, Peru, the Dominican Republic and Venezuela which led to the creation of national networks.

The third stage of REDESLAC began in 1986 during the Second Regional Workshop in San Jose, Costa Rica. On that occasion, the network was extended to incorporate specialists from universities in Europe and Africa, with the purpose of supporting UNESCO's efforts to develop similar networks in those regions. Universities from the English-speaking Caribbean (the University of Guyana and the University of the West Indies, in Jamaica) and the French-speaking University of Haiti were also included. At the same time, the second meeting of the network's Co-ordinating Group was held, where it was decided to widen its composition to include the Universities of Costa Rica and Havana, in addition to the universities of Buenos Aires, Minas Gerais, Zulia (Venezuela) and the Universidad Nacional Autónoma de Mexico. The objective of this extension was to create co-ordination groups for each sub-region to achieve greater coverage and to encourage the exchange of information (UNESCO 1988).

The fourth stage of REDESLAC began in 1988, at the Third Regional Workshop held in Havana. A substantial change was observed in the themes, activities and scope of the network. In the first place, the emphasis on the pedagogical training of higher education teachers gave way to a conception of the network as an instrument to improve the quality of higher education, with special attention being given to the use of new information and communication technologies in the educational and research processes at universities and other higher education institutions. Secondly, research projects on themes related to the teaching and learning process in higher education were launched as a step towards carrying out operational activities within the framework of the network (University of Havana-UNESCO, 1989).

What we could call the fifth stage of REDESLAC is currently under way and includes the reformulation of the objectives, themes and scope of the network's activities. As a result of suggestions made at the Third Regional Workshop, CRESALC launched the project "Quality, Efficiency and Technology in Higher Education in Latin America and the Caribbean". This project will guide the network's future action. It is now a question of giving coherence to all the activities already carried out within a more global conception and in line with modern trends in teaching, learning and research in the region. Moreover, it is necessary to take account of the new information and communication technologies which have been developed so rapidly at an international level and whose impact could be very relevant for improving the quality and efficiency of higher education in Latin America.

The most recent activities carried out within the scope of the new project include an international training workshop for users of academic telematic networks, held in the Dominican Republic in 1992, and a workshop on "Media and Technology Monitoring of Information and Communication", held in Venezuela in 1993. These events have been complemented with several studies which have been published recently by CRESALC (UNESCO-CRESALC 1992 and 1993). These activities and their resulting publications emphasize the role of the new information and communication technologies, especially informatics and telematics, as resources for managing information and knowledge. The applications of these and their role in the transformation of society are considered the essential core of university activity in all its dimensions: teaching, research and development. At the same time, there are plans to implement other training actions in various countries, with the support of the working groups of specialists trained in the Dominican Republic and Venezuela.

The activities of CRESALC is promoting the area of higher distance education should also be mentioned. A UNESCO Chair and a network have been created within the framework of the UNITWIN programme and are co-ordinated by the National Open University of Venezuela, in collaboration with CRESALC, and with the participation of the most outstanding institutions in higher distance education in the region. Another UNESCO Chair has been started at the University of Los Andes in Colombia in Higher Education Management and a project for a Chair at the University of Havana is under discussion. All such initiatives contribute to the development of programmes to improve the quality of higher education. Furthermore, synergy between these projects will contribute greatly to evaluating the development of new concepts, strategies and practices in university teacher training, research and development in general.

The new orientation of this project is also broader in scope and involves the participation of other institutions such as the European Community, the Latin Union and the Networks and Development Foundation. This has created a diversified and multi-disciplinary environment which is more consistent with the need to give pertinence to the higher education institutions and to the scientific and technological systems in the region.

Experiences related to University Teacher Training

To offer a more specific vision of the experiences of these networks, CRESALC produced a synthesis of the work carried out by universities in both networks during the 1980s, in the specific area of pedagogical training programmes for university teachers. Information on projects and activities at 43 universities was compiled: 27 in the CINDA network and 16 in REDESLAC. This was based on the results of the CINDA surveys and also took into consideration criteria which could evaluate the pedagogical training of faculty in the region in relation to the overall quality of higher education (SILVIO, 1988).

Pedagogical training programmes for university professors began to emerge in a structured way in the 1970s - precisely when the demand for higher education in Latin America became heavy and the university community was very concerned about the deterioration in quality, especially in the big universities with a long academic tradition. At that time, programmes were set up in 18 universities (about 42% of the total). However, this trend became clearer around the mid-1980s when quantitative expansion began to stabilize and university authorities could concentrate their attention on problems other than those related to access. Most programmes emerged during this period.

There is fairly equitable distribution as regards the level at which these programmes are aimed. Just over half are concentrated on teachers' initial training. The rest are aimed at training academic staff, covering teachers of all categories and at different stages in their career. The majority of the programmes offer basic pedagogical skills complementary to academic training. Only a few institutions offer various alternatives, ranging from complementary training to professionalization - such as, for example, the University of Valle (Colombia), the Monterrey Technological Institute of Higher Studies (ITESM) in Mexico and the Universidad Nacional Autónoma de Mexico (UNAM).

The typical graduate profile tends to be general (54%) - that is, not specialized in any particular discipline. However, some programmes included one specialized pedagogy per discipline and the rest covered both types of pedagogical profile. A special unit for implementing the training programme exists in less than half of the cases. The majority of the universities do not possess a specialized unit for carrying out the training and, in the majority of cases, ad hoc units were created to run programmes which in some cases lacked the necessary continuity and frequency. The programmes and various units set up for their administration involved different functions and services: running the training courses, research on the teaching and learning process and advisory services for teachers. The majority of the programmes offered only teaching activities. However, it is notable that 11 universities offered advisory and research services, together with the training programmes. This demonstrates a strong interest in an integrated vision of the teaching and learning process.

Almost all the programmes included the same cognitive contents: general didactics, curricular design, teaching methods and techniques and evaluation principles and methods. But the importance given to these contents varied from case to case. In this respect, it is interesting to complement this analysis with the findings of a CINDA survey of different topics related to the pedagogical training programmes for university professors. The survey covered a total of 79 universities in the region, involving around 1,183,318 students and 126,531 professors, that is, more or less 10% of the total number of professors and students in the region (GONZALEZ, 1986). The magnitude of these programmes in relation to the total number of higher education institutions in the region has yet to be determined, but both the CINDA samples and those of UNESCO-CRESALC already constitute a good approximation. The region has about 4,000 higher education institutions, which include 600 universities (CRESALC-UNESCO, 1993).

At the universities included in the CINDA survey, 38% of the full-time faculty had received some sort of pedagogical training and it was hoped to train a greater number of teachers in the future. The cognitive contents of these programmes included evaluation (46%) curriculum planning and development (65%), methodological aspects of teaching (about 33%) and media and techniques (54.5%). Only 28% of the cases offered a "Planning at Faculty Level" component and even fewer (14.4%) included the "Academic Administration of Faculties". This seems to indicate that the programmes did not place strong emphasis on the management perspective (GONZALEZ, 1986).

Returning to the CRESALC study, it was found that around 49% of the programmes aimed at specialized pedagogical training for each discipline, 39% did not offer any specialization and, in a relatively small number (12%), the emphasis was more pragmatic and technological as it centred on teaching methods and techniques. The majority of the programmes were of an informal nature (65%). This indicates that they were usually part of post-graduate studies or adult education programmes. Programmes were directly or partially linked to the general academic career of the participants who received some kind of recognition or credit. This was useful for their CVs and provided a stimulus for taking further courses.

The duration and frequency of the programmes was another important variable. The majority offered relatively short programmes (67%). These courses lasted about 40 hours (i.e. one week to one month), generally given on an annual basis (63%), with mainly part-time participation (79%). The management of these programmes was centralized at university level (56%), although in some cases there were decentralized units of the same programme at the level of each university faculty or department (14%). Almost all the centralized programmes were attached to Vice-Rectors' offices or academic secretariats. The rest of the programmes (30%) were offered at faculty level and initiated by a group of professors.

Academics from a range of different disciplines took part in these programmes. This is consistent with the fact that a large number of these were centralized at the institutional level. Indeed, most programmes had a broad institutional focus but about 35% were tailored to the university's formal curricular structure - whether as part of a permanent training programme or of the institution's post-graduate studies. The partial insertion of these programmes shows that they met a need amongst the university academic community. However, they were unable to completely penetrate the formal training process. In fact, they were pioneer programmes and so took time to become established.

The CINDA survey was valuable because it contained significant data related to the impact of the teaching programmes on university activities. It concluded that the majority of the programmes were dominated by a pragmatic and technological approach.

Many of the courses did not include sufficient training in the use of audiovisual techniques or computers which "...seems to demonstrate an important deficiency, if it is borne in mind that professionals are being trained for the next 10 or 20 years and will frequently have to operate with this type of media" (GONZALEZ, 1986). Another noteworthy finding is that the programming for pedagogical training is concentrated almost exclusively on classroom work, with macro-curricular planning (at the institutional level) and academic administration relegated to second place.

Overall, the CINDA survey showed that faculty had indeed acquired a more adequate command of the fundamental concepts of the education process - at least in terms of regular teaching activity. However, among the less successful aspects were the application of active and participative methodologies, command of evaluation techniques and the use of new teaching tools such as audiovisual resources and computers. On the other hand, the purely pedagogical vision had been questioned, suggesting the need to arrive at a new and integrated educational approach incorporating agents inside and outside the universities. Among the latter, a close link to the productive sector is advisable as this relates to the macro-curricular aspect of universities in terms of planning, management and evaluation. This link could produce very innovative ideas for institutional development as a whole.

Regarding the methodological guidelines for pedagogical training and quality improvement programmes, it is hoped to arrive at more diversified programming which is not centred solely on the teacher, as has been the case until now. The concept and practice of advisory services in relation to the teaching and learning process should accompany this development. This conclusion has already been advocated by the author in previous research (SILVIO, 1988) since the concept of advisory services is much more comprehensive than that of pedagogical training alone. It assumes the existence of an entity at university level which is capable of training staff in the use of concepts, technologies and pedagogical resources; it offers advice on problems and research related to the teaching and learning process at university level. Different educational actions are based on solid scientific foundations. Moreover, when advisory services are the central focus, greater continuity is given to the process of improving quality in general. Thus, whether periodic or permanent, this approach goes far beyond pedagogical training alone.

CINDA's conclusions with regard to the teaching function fully coincide with modern concepts of "quality improvement within a perspective of total quality":

firstly, quality improvement should be implemented in all the university's basic functions, not just in teaching;

secondly, quality improvement should be approached from a double perspective - as a process and as a result;

thirdly, the quality improvement process requires a change of attitude and greater participation by all the staff involved, whether or not they are teachers (CINDA, 1988). Total quality improvement in higher education can be achieved, provided each person involved clearly assumes his/her role within the overall process. The problem has been that only some university educational agents have taken on the role of improving quality and efficiency, while others await the results of this innovating group. However, the quality of each activity must be situated in relation to the global management process. Only in this way can a multiplying effect be achieved - thus leading to total quality management itself (CINDA, 1990).

These experiences show that pedagogical training has been aimed basically at teachers and researchers, without taking into account the other key partner - the student. The function of teaching is to induce learning in an individual, or to facilitate the conditions that produce this. Together with information and knowledge, the student becomes the other basic element in the educational system. Many innovations have been introduced into higher education and numerous teachers have been trained to achieve success. Yet, the receivers and beneficiaries of these innovations have frequently been ignored. This assumes that control of a variable guarantees results. If distance teaching is introduced, only the teacher is trained to impart it. If computer-assisted teaching is prioritized, the teacher is the only one trained for this. Many of these initiatives fail because of the totally inadequate sensitization, knowledge and training on the part of those involved, without mentioning the structural factors that can affect such innovation.

Pedagogical training for university professors should be complemented by training for students so they can learn more and better. In this respect, the Higher Polytechnic School of El Litoral (ESPOL) in Ecuador, through its Experimental Centre of Educational Technology (CETED), has promoted an interesting experiment involving both professors and students. Both are trained for their respective roles in the teaching and learning process and to prepare more effective strategies to achieve their specific objectives. In this way, teachers and students become more aware of their role and can make more significant contributions to improving the quality of the university processes. This initiative also forms part of several institutional development plans that ESPOL has undertaken, thus guaranteeing its insertion into the overall managment process (ESPOL, 1986 and PATINO et al.1990).

Convergence and Complementarity between the Networks

The objectives, scope, activities and composition of the CINDA and RESEALAC networks are basically complementary.

Both networks aim to improve the quality and efficiency of higher education which, during the first stage, centred on pedagogical training. Currently, the orientation of both networks is changing: CINDA is now focused on the improvement of the quality of teaching through action related to management, while REDESLAC will concentrate on the use of new information and communication technologies in teaching, learning, research and academic exchange, as well as the training of professors and students in the use of those technologies. There is a clear complementarity since the information and communication technologies constitute a fundamental support for stimulating management. Management and technology are present in the teaching and learning process, in research and in extension services - hence, in all the processes which contribute to achieving the total quality of university systems. Both teachers and students are managers of the teaching and learning process as they plan, conduct and evaluate their activities in order to achieve determined objectives. Whether through management and/or technology, these people are once again being influenced because it is they who realize the potential of these elements in order to achieve better quality.

As regards coverage, the CINDA network brings together a greater number of universities, public and private, almost all of them medium-sized. REDESLAC has concentrated on the big public universities in the region which present a particular problem as regards quality and efficiency. In this way, CINDA's experience permits greater coverage in the activities for improving quality at the higher education level. This also combines well with REDESLAC's experience in solving the problems of quality in bigger institutions.

The management of both networks is also complementary. The CINDA network has been co-ordinated by a central nucleus while the creation of national networks has **not** been promoted. REDESLAC adopted a scheme which may be called "concentric reticular management". The regional network is co-ordinated overall by a group of universities in different sub-regions: Brazil, Mexico, Central America, the Caribbean, the Andean region and the Southern Cone. Brazil and Mexico are considered apart, given their size and complexity. Decentralized co-ordination in each sub-region has taken place. At the same time, the regional network is supported by national networks, co-ordinated under the responsibility of the REDESLAC member in that country. It is assumed that each university of the network should be responsible for promoting and co-ordinating the network at the level of its own country, as is the case in Brazil, Ecuador, Mexico, Peru and Venezuela. In some cases, it was agreed that the co-ordination of activities at a national level would not depend on one university in particular, but on the respective National Council or Association of Universities, so as to guarantee greater coverage and neutrality in national management. Ecuador, the Dominican Republic and Venezuela followed this approach. Here, there is further evidence of complementarity because management from a common CINDA centre can easily be harmonized with that of a REDESLAC co-ordinating group.

To strengthen the drive towards greater quality in higher education within the region, via multiplier effects, CRESALC is trying to bring the two networks closer, within the framework of its project on "Quality, Efficiency and Technology in Higher Education in Latin America and the Caribbean". This initiative has already sponosored several studies on the conceptual aspects of university quality and efficiency, as well as an analysis of the use of new information and communication technology in achieving these objectives. CINDA contributed a study on its specific area of competence to this research (UNESCO-CRESALC, 1992).

Conclusion: Directions for University Teaching Networks

First and foremost, the network concept needs clarification as many have emerged in the academic field and more appear every day. Basically, there are three **types of networks**: Research and Development, information and telematic networks. The **research and development** networks concentrate on a specific theme and bring together a group of individuals interested in developing research projects in that area. Scientific and professional associations are typical examples of this type of network. The CINDA and REDESLAC networks also correspond to this model. **Information** networks collect data on one or several subjects and provide information services to interested users. These networks consist of centres and units which gather and store information in large quantities for various publics. A network of university libraries would be a good example of this type. **Telematic** networks have appeared more recently and their objective is to use modern information technologies to inter-connect academics and specialists so as to assure both access to information and the exchange of knowledge. Their emphasis has been on technology as a factor for managing these sought-after commodities. An example is the INTERNET network which links all sorts of networks throughout the world via computer (SILVIO, 1993, PIMIENTA, 1993).

Again, there is clear complementarity both between objectives and staff in these types of networks. The researcher, who is a member of a research and development group, needs information, to which he or she has access through the telematic networks. In fact, this last type is becoming an integrating and futuristic element in academic activity because it offers very efficient and dynamic communication channels which eliminate the distance factor and thus democratize access to knowledge and its exchange amongst scholars. This will become increasingly important in the future. The convergence of these three models from the technical, functional and cultural points of view will be an essential factor and a prerequisite for the development of all future networks, in any field of knowledge. The university teaching networks, like those already analysed, cannot avoid this trend. So, if they want to be an active presence in the 21st century, they should use modern communication means and the services and resources offered by the telematic networks.

Moreover, since the **role of education** is changing, the focus should be on transformation and not on conservation, as it has been until now. Higher education should help develop the creative and productive capacities of the human being to use knowledge to transform reality. In this respect, the human being is an information and knowledge manager and should be trained for this role. He must exploit, to the maximum and in an inter-active way, all the resources and means of information, knowledge and communication within reach. This contrasts with his past role as a passive receiver of knowledge.

The pedagogical training of university professors has been rooted in old traditions. Today, the teacher must know how to use the different resources available so as to manage knowledge and convert his students into knowledge managers themselves. A teacher in the traditional sense of the word may no longer be needed. Rather, the model will be a knowledge manager, who is able to train others to become knowledge managers for the new economic, ecological, social and cultural environment in which they must live. In this respect, the best education that can be given to both university professors and students is the optimal use of information and knowledge resources. This is a much wider conception of teacher training than the traditional pedagogical type, because it integrates all the factors and media involved in learning and research so as to transform reality through the application of knowledge (VON WODTKE, 1993, NELSON, 1984).

Finally, how should professors, researchers and students be sensitized and trained in their role as agents for improving the quality of their work?

They must learn not only to assimilate the concepts, scope and practices of information and knowledge management, but also to prepare and implement strategies to improve the quality of their activities and the results obtained. These two elements are the essential pillars which will sustain both university teaching networks and other educational linking arrangements.

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Section III:

Managerial and Human Resource Development

MANAGERIAL STAFF DEVELOPMENT AND HUMAN RESOURCE PLANNING

Jennifer Barnes

Introduction

The primary purpose of a university is to generate and disseminate knowledge. Within a university the process of management development, the provision of management training, procedures for human resource planning, and indeed a variety of other management strategies and techniques all serve to foster, support and enhance this primary purpose. As a consequence any consideration of management development must take into account the nature of a university as an organization focused on the generation and dissemination of knowledge. The nature of universities as organizations is a complex issue, not least because of changing perceptions of the functions and value of universities in society. For a variety of reasons universities have relinquished or at least been forced to share their former position at the centre of intellectual life and are being obliged to consider what they are and what they should be about[1]. It can be argued that such questioning has been driven by a need for the retrospective justification of cost-cutting measures which have affected the higher education sector throughout the developed world, but, whatever the reason, a "diagnostic perspective" has developed which has profoundly affected ways of thinking about the nature of the relationship between higher education and its providers, and the agencies which higher education serves[2].

This article explores the characteristics of universities as organizations in the context of change, the nature of the management skills and processes implicit in these characteristics, the factors to be taken into account in the development of management training to foster the implied management skills, and the conditions for the successful implementation of any proposed strategy for management development.

Characteristics of Universities as Organizations within a changing Environment

These may be conveniently considered under the headings of internal and external relationships.

External

- It is nearly forty years since Geoffrey Vickers observed that "organizations vary widely in the way in which they generate the resources needed for their survival and growth; and these differences in turn affect the standards of success and failure which are applied to them both by those who control them and by others".[3] The current situation of universities aptly illustrates the operation of this principle. Traditionally funded by governments convinced of the benefits which higher eduction would bring to society: economic development and advantage, social change - in a virtuous circle which justified mounting investment[4] - and patronized by students who, if not motivated by a love of learning, at least saw a university qualification as a step to employment and advancement,, universities have seen significant changes in the sources of their funding within the space of two decades, changes which amount to "a massive displacement in the sources of higher education finance". To take a single example, in the United Kingdom a figure of 90 per cent of recurrent income from central funds in 1975 was reduced to one of 67 per cent by the beginning of the 1990s[5], with indications that this proportion would shrink even further as governments not only cut student grants but increasingly required students to pay larger proportions of their fees. In Australia students have the blow of fee-paying softened by schemes enabling them either to pay for their education in advance or borrow from the government against future income[5]. Such changes in the patterns of funding reflect not only queries about the resources governments have available to spend on higher education, but whether what they want to buy might be obtained more cheaply or more effectively elsewhere, or might be pursued through different policies. As already indicated, universities may be losing their once prime position as generators of knowledge or, to put it another way, the nature of knowledge and the processes used in its dissemination may well be in dispute through the changing expectations of those who are willing to pay; and clients are likely to hold strong views about what they will pay for. Similarly, stakeholders will also have strong expectations about what constitutes effective higher education.
- Thus the points of contact between the external environment, which can offer a diversity of funding in return for certain services, and the providers of those services within universities become increasingly important for the survival of the university as an organization. Some writers have commented on unfortunate aspects of universities' having to operate within the market place (not least that the markets do not issue clear signals)[6] but, whether one approves of the market as a mechanism or not, it is an area in which universities must now operate to secure funds.

- The operation of market forces means that universities must compete with each other for government funding, for funds from aid agencies, industry and private investors - all with different concerns, agendas and priorities. As must be expected the extent to which different sectors will act as providers will vary widely amongst universities, from those in developed western countries, where the state can be expected to be a major provider in the immediate future, to less developed ones, where the degree of support is more variable and more precarious; and this may be a case where the practices of the less developed world provide a lead for its more sophisticated neighbours[7], though one should also ponder the explanation of the circumstance that in some American colleges the football coach earns more than the college president! Universities must also compete with big business for research money - an area in which the research budgets of some industries have long outstripped universities. They are also increasingly in competition with private or government-established "think-tanks" which can offer advice and service speedily, since staff are not tied up with teaching responsibilities.
- Universities in many countries now also compete for able students. Differential funding and changed expectations mean that universities now cater for a much wider range of age groups, ability ranges and career aspirations. Many students, as in the past, come singly, but increasingly universities are offering "tailor-made" courses for in-service training and development.

Internal

- The diversity of clientèles and funding arrangements reflects a complex, and sometimes confusing, pattern of accountability and a consequent diffuseness of delegation. Research staff, for example, are accountable to their professor, to their immediate colleagues and students, to the funding agency which has provided support, and to their peers in the international research community. Ideally these accountabilities should be consonant with each other, or at least share a large amount of common ground, but that is not always the case, and conflicts of interest may arise.
- Within any organization as complex as a university there will inevitably be different cultures reflecting the nature of the various activities and the values of those people traditionally associated with them. Thus a research team is likely to operate differently from a faculty registrar's department. For the former ideas may be paramount and deadlines of secondary importance; for the latter the reverse may be true.
- Tensions are likely to develop as people cross boundaries between departments and hierarchies in the course of fulfilling their various roles, encountering a variety of expectations and aspirations. These roles are often associated with committee functions where individuals will be expected to represent various interests rather than, or as well as, their own personal agendas.
- The average academic is unlikely to make a fortune while working in a university. Furthermore, the competition for rewards such as status and access to research funding, and other resources including space, equipment or administrative support, may be very keen. The exercise of influence, overt or covert, and the power of

patronage, through individuals or through committees, to allocate scarce and valued resources, makes the political process within universities a very important one.

- Universities have always been concerned with questions of value and are likely to find themselves increasingly involved in moral debate. The scientific and technological advances of the last generation have thrown into relief significant issues which will have to be faced within the next decade. For example, what will be done about environmental and industrial pollution? What are the implications of genetic engineering for human development? What are the governance issues raised by the establishment of new economic and political regimes? What will be the educational and health priorities when resources are finite or diminishing? What are the human rights to be advertised and protected?

Changes in Administration

All the above have left their mark on management and administration in universities. Their impact has been compounded still further by technological developments, and the consequences of previous policy decisions the subsequent effects of which continue to influence present decisions.

In a substantial number of countries there have been phases where there has been a high level of recruitment of academic staff in response to demographic trends or demands for an expansion of the higher education sector. The effect of staffing decisions taken in these "boom" years has been to create uneven age profiles in university staffing, to block promotion opportunities as the larger cohorts of staff move into mid-career, and to increase wage bills as they progress through the salary scales. Add to this a growing tendency to defer retirement, where feasible, to as late a date as possible, and it is easy to see why, without any other constraints, universities have to "run to stand still"[8]. Proposals to remedy the imbalance, such as the "new blood" schemes for junior appointments adopted by a number of countries, have met with only limited success[9].

The impact of electro-technology on the collection, presentation, and analysis of data, and on office procedures in general, has relieved some areas of administration of their former responsibility for collecting and analyzing statistical information, though still leaving to the administrative staff of universities a considerable role in the interpretation of such information. The general effect has been to diminish the amount of traditional "servicing" of schools and departments which was previously undertaken by the administration. Unfortunately, at the external level the increased capacity for generating and analyzing data has resulted in a greater degree of bureaucratic activity at the stage where the allocation of funds to higher education is determined (such activity being often justified as being in the interest of securing "value for money"). This has exerted a downward influence on the institutions by shifting resources to the controlling bureaucracy for which the institutions must pay through reductions in funding, as well as by the imposition of external criteria for the assessment of performance. As a result of these influences there has been a sharper focus on accountability, which has contributed to the delegation of financial responsibilities to the schools and faculties at the "point of impact" and central administration and management has found itself in a role which is increasingly a monitoring and co-ordinating one.

Unsurprisingly in these circumstances university management has followed the commercial practice of moving towards "flatter", less hierarchical, forms of organization, with a greater equality of status (in operational if not in financial terms) among the participants. A matching ideology has developed which promotes the importance of "empowering" staff and developing their careers to help them assume new responsibilities. Such empowerment has not been considered out of keeping with the idea of a "corporate vision" for every institution (akin to the commercial organization's "mission statement") though the reconciliation of these two concepts calls for leadership of a high order at some point in the network. This "new managerialism" is also opposed in principle to the extension of bureaucracy, but does not appear to have taken much account of external demands from the providers of funding, or the considerable amount of administrative servicing generated by new initiatives and the process of sustaining them[10]. There can be no question that in the conditions now facing universities such innovation is a requisite for survival, and the demands it makes upon management and administration are unlike much that the majority of universities have so far undertaken. Though some may see these demands as a threat, such demands, properly considered, also hold out the elements of a promise - providing prospects of a management role in which technical and managerial skills are balanced in order to provide assistance in co-ordinating internal action between schools (to mutual benefit), or external action with other agencies in marketing and other enabling activities.

Examples of the resource implications of innovation are numerous and varied, but three must suffice. The Credit Accumulation Transfer Scheme operated by some UK universities calls for considerable networking activity to support the academic co-ordination involved. It also has implications for the status of the institution and the department within the institution as the single provider of degree courses, and calls for constant evaluation of the cost-effectiveness of each unit or course component in a degree course, and a greater degree of activity to establish and test new courses which will appeal to potential customers[11]. Schemes such as the UNITWIN programme and the UNESCO Chair Scheme call for considerable exchange of information, planning, and co-ordination between participating institutions. There is a possibility that management training could be enhanced by a "mutual support" form of action learning and "observational tracking" of the kind proposed for UK universities, with participants working in each other's institutions[12]; but it would involve initial planning on a considerable scale. To meet the new challenges a considerable range of management skills is required.

Nature of Management Skills

It can plausibly be argued that universities entering the market need do no more than follow the example of "American exceptionalism"; but in fact the models usually held up for comparison constitute only some 50 or so American research universities from a field of approximately 4000 institutions, some of which exist precariously[13]. Some of the exemplars are, in fact, currently in difficulties as federal and state governments reduce their spending, even the University of California, Berkeley, with its impressive range of administrative and management services[14]. Apart from the very considerable differences in the powers of those who control and manage universities throughout the world, the unique features of each institution demand an individual approach to the problems of management. However, a certain amount of common ground exists in the issues facing all institutions of which the following constitute a major element:

- All institutions need to assess their situation, to analyze their resourcing, their strengths and weaknesses, their assets and deficiencies. The variety of possible funding sources, and greater irregularity in some cases, calls for care in strategic planning and devising budgets. It is necessary to consider and to establish what possible courses of action are open to the institution. This is the area where the skills of analysis and policy formulation are crucial and must be developed.

- Having established what is available to it the institution must consider what business it is in, and arrive at a clear notion of its mission. This will involve consideration of the delicate issue of the relationship between research and teaching. Participation in research, the search for knowledge and better understanding, is at the heart of the philosophy of the university, and has been held to be a key requisite in academic staff at all levels - the essential ingredient in the process of putting students in contact with the frontiers of knowledge; and it has been the basis of most promotion and status, courses and payment. In real terms research (particularly of the "curiosity driven" kind) seldom pays the bills, and it is important to establish strategies by which it can at least pay its way in future[15]. All sorts of questions surround the issue of how much of an academic's time is owned by the university, and policies on the crediting of time and allocation of resources need to be carefully developed. A clearer definition is required of the roles of individuals within higher education institutions, mainly the activities of research, teaching and student assessment. Apart from the very considerable political skills needed to establish consensus and negotiate policies, there is also considerable scope for the abilities of drafting and policy formulation.

- This leads on to the related issue of long-term strategic planning where the key aim should be to deploy the university's most expensive resource - its academic staff - to greatest effect at the university's point of contact with its constituency. This may also be the point of greatest resistance on the point of staff, since many established academics will react adversely to the idea of "promoting" themselves to attract customers. There is also the issue of "training" and teaching as opposed to lecturing, since the requisite consultancy skills (as they must now be designated) are akin to those of good teaching[16]. Apart from the political skills involved here it is necessary to achieve considerable competence in evaluation and show the sort of marketing flair which will enable the institution to maximize the use of its staff's academic and other abilities. If these skills are in evidence and effectively used there is every chance that even the most conservatively-minded academic may come to accept that he/she is better circumstanced by operating on a consultancy basis. However, the process calls for a level of administrative servicing which will relieve the academic staff of all but those forms of administration which involve them in making judgements on the scope and application of the work they do.

- External relationships are now a key element in universities' strategies for survival. Effective marketing calls for an understanding of the needs and expectations of stakeholders and the establishment and maintenance of good relationships with each university's local and national "constituencies". Realistically it must be assumed that sources of funding will not remain either constant or regular, and there must be effective strategies for attracting new providers.

- It is important to have regular evaluation of the success or otherwise of one's operations. This is clearly linked, though not exclusively, to the performance of staff; and here the contentious subject of appraisal must be addressed. Appraisal procedures should be seen and used as a means of developing staff rather than determining promotion; and at the level of course evaluation it may be the reason either for re-developing able colleagues whose special abilities do not receive market recognition or promoting their skills in a better way. Effective appraisal is a lengthy business and procedures need to be economic in the use of time as well as concisely described and manifestly fair.

Staff Development and Training in a Climate of Change

It will be clear from the above that the skills required in developing administrative abilities of a new order cannot be met through a series of ad hoc training programmes. A coherent staff development policy must be devised, which is related to the university's "corporate vision", is instrumental in the attainment of its aims and objectives, and has an appropriate budget allocation. Staff should know their place in the scheme and have a proper understanding of their value to it. They should be assured of the purpose of appraisal and evaluation exercises and appreciate their role in achieving the institution's objectives.

The new philosophy calls all into doubt. A university administrator or academic of more than twenty years' tenure reviewing the current situation might well find his/her principal sensations to be those of gloom and bewilderment in equal parts. Conversely it would be easy for the exponent of the "new managerialism" to provide a glittering prospectus for the future (now a major industry) or views of the sunlit uplands. Without taking refuge in an easy and unthinking compromise, the answer must be seen to lie somewhere between the extremes. There are questions which the universities have not but should have addressed - questions which were not troublesome so long as a largely uncritical state was willing to foot the bill, but to which answers were required if universities were to justify their share of national resources. These questions have now perforce to be considered. The nature of the universities' tasks has to be re-determined and their priorities re-ordered. If the first priority is to be research rather than training and the dissemination of knowledge, then the resources for research must be effectively deployed and to best advantage - economic as well as human. Academics are a valuable resource and still represent a considerable proportion of every nation's intellectual talent. Nations and governments need to consider well how they should be used. The "marketeers" do not have all the arguments or all the answers. Research which is market driven or commercially inspired may not address questions which are fundamental to the spiritual and physical well-being of society. There is a case for the existence of academics whose enquiries are driven by curiosity, who are in a sense in "free fall", being considered as guarantors of academic freedom. (It is significant that the first target of repressive regimes is the intellectuals.) There may be some merit in their being, in Socrates' phrase, maintained at the public's expense. If there is, the decision should be a conscious one - not one arrived at by inertia or default. In the meantime the current concept of market-oriented institutions relies upon plurality of provision as a guarantee of the democratic freedoms, with what success we are yet to learn.

The concept of the university goes back at least to medieval origins, and probably has its roots in something older. Over the centuries it has responded slowly to the forces of change. While it was the resort of a social or intellectual elite this was not a matter of major significance. However, the philosophy of rising expectations and the expansion of higher education have had resource implications with which in the end even the wealthiest societies on this globe could not cope, and the very considerable value of academic institutions for the world of humanitarian values and action is in danger of erosion along with other things of more questionable value. Certainly the circumstances call for a courageous response from the universities, but it need not be a despairing one. Properly used, the new technologies can be the handmaids of academic progress, releasing the energies of scholars and administrators so as to use their abilities in a more fulfilling way, both for themselves and their communities. There is, however, a price to pay.

There are some causes for hope in the face of the gathering storm. The interests of universities are well served by the activities of such bodies as the Organisation universitaire interamericaine (OUI) in the American continent, and in Africa by the Association of African Universities (AAU), while Europe has its Standing Conference of Rectors, Presidents and Vice-Chancellors (CRE) to promote consideration of the issues which concern the continent's institutions of higher education. The potential which such organizations possess for generating the necessary initiative and will to tackle the problems facing universities, and to promote change, is not to be underestimated. At a more practical "grass roots" level the regional workshops run by the Association of Commonwealth Universities during recent years have not only provided administrators with a means of reviewing and addressing their own problems, but have done a great deal to raise morale and generate self-belief.

One of the characteristics of electro-technology is that, properly used, it can enable a large quantity of information to be brought to the point where decisions are to be made and where it can be quickly analyzed, while at the same time being available for the use of interested parties elsewhere. This is a very potent factor in bringing about the delegation and semi-autonomy which the "new manager" seeks and values. To operate to best effect, the specialist needs to be relieved as far as possible of those tasks which prevent his/her talent operating at its best: administration, the preparation of statistical returns, negotiating for funds, marketing. These functions can be performed in whole or in part by the administrator, who can assess and monitor developments, and make contacts with other agencies - internal or external; but his/her proper value must be recognized as such and be based on proper respect between partners.

Conclusion: Towards the University of Tomorrow

In the "new university" no one is an island. The manager and administrator must be seen as an enabler with a part to play in driving the institution forward in accordance with the tenets of its "corporate vision." This recognition must also extend to the constituents of each university - notably, its students including those from groups previously under-represented or catered for, and the wider community. To create such attitudes and such a climate of views is the pre-requisite for successful change. After all, it is not such a new thing. This is how universities started.

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HIGHER EDUCATION IN HUNGARY - CHALLENGE AND CHANGE

János Csirik

Introduction

Universities must become leaders in the rapid changes now affecting society. They must be prepared to educate students not just for today's needs, but for the future as well. Furthermore, the resources available for higher education require careful long-range planning.

Over the last decades, Hungarian higher education has been characterized by the absence of any coherent vision for its future development. A dual system of universities and colleges offered undergraduate programmes of different lengths. This separate and unconnected tertiary education system caused wasted resources and a lack of student mobility.

Research was partly separated from the universities and was mainly carried out by research institutes belonging to the Hungarian Academy of Sciences.

This lack of vision was also apparent in the area of staff development. There was no systematic evaluation process to meet the real needs. Nor was the evaluation of courses clearly developed - although the importance of teaching and learning methods was readily acknowledged.

A Short Historical Review

In the late 1980s, the following features distinguished higher education in Hungary:

- participation rates in higher education were very low with only 10% of young people between 18 and 22 enrolled;

- since the 1950s, central funding for institutions of higher education had remained the same, apart from an annual adjustment to cover inflation. Over time, this funding mechanism resulted in the budgets of the institutions being virtually unrelated to the number of students;

- the number of institutions was very high as there were 20 universities and more than 60 colleges (the latter being mainly technical). With 70,000 students overall, the average number of students per institution was less than 1,000. As an immediate consequence, the student:staff ratio was very low - less than 5:1;

- the scientific degree system was based on the Russian model, which had three stages. Only the lowest degree was awarded by the universities, the other two by the Scientific Qualifying Committee (SQC), which was closely related to the Academy of Sciences. Fellowships for these degrees were also mainly awarded by the SQC, and so the career of young, talented academics was not controlled by universities, but by an independent institution;

- a government decree controlled the management of higher educational institutions.

The first law for higher education was passed by Parliament in 1993.

An Important Step - the Law for Higher Education

A substantial change occurred when the first Higher Education Act was accepted in the Summer of 1993. In time, this will reshape the whole system but, as yet, its consequences are still not clear. This paper attempts to summarize the prospects for staff development, taking into account the influence of the past four decades and the changes which will occur under the new law. At least two forces will influence the future changes in personnel policy:

i. only one high-level degree (PhD) will be awarded and will be available solely at universities. The right to award a degree in a specific subject will be granted by the new National Accreditation Board, which was set up under the new law. The universities will select students for these degrees, which will take three years to complete;

ii. the inflation-based funding system will be replaced by a component model which has a number of important features:

   firstly, the Education budget is a part of the total expenditure allocated to state and religious higher education institutions and will finance both teaching and research. The level of central funding for Education (including salaries and other components) will be fixed on the basis of performance, through an assessment of the annual expenditures of the various specialized areas of education and taking into account the numbers of students;

   secondly, there will be a maintenance allocation to contribute to the cost of facilities in higher education institutions which will include provision for their renovation;

thirdly, special provision will be made for specific programmes in state higher education institutions;

fourthly, funds will be allocated for research and for the improvement of technical facilities. According to the Higher Education Act, these funds must be allocated on the basis of open competition. This allocation also serves to provide the technical facilities for doctoral programmes.

These factors will presumably have important consequences for the personnel policy of institutions. First of all, a very large and active group of competitive PhD students will replace an older generation of teachers. Secondly, norm-related financing will ensure that state funds reach the institutions where they are needed. This will drastically affect the redistribution of teaching positions. At the same time, the new funding system will also change the managerial attitude of teachers - henceforth, they will be aware that money is linked to student numbers.

Staff Recruitment

Four different types of positions exist:

- **Full Professor**: those holding a PhD must still be certificated to teach and lecture by the university which awarded their degree. Anyone may apply for this certification, provided he or she holds a doctorate and can give evidence of teaching and research work which conform to the procedures of the university. The applicant must demonstrate that he or she can give a good public lecture. Professors are appointed by the President of the Republic of Hungary, on the proposal of the Minister of Education and Culture and on the basis of a recommendation from the University Council.

- **Associate Professor** (Reader): they are appointed by the rector of the university and are proposed and recommended by the University Council. They should hold a PhD degree and be able to direct scientific research and teach in a doctoral programme. They are required to lecture in a foreign language and should have appropriate research experience.

Full and Associate Professorships (sometimes called the "leading teacher positions") are always tenured.

- **Senior Assistant Professor**: these positions are appointed for a given time with a maximum period of twelve years. This will probably be a postdoctoral position giving time for the best PhD holders to do further research and to teach.

- **Junior Assistant Professor**: this junior university appointment can be held for a maximum of eight years and is intended for those finishing their PhDs.

The leading teacher positions must be advertised and universities have the right to determine some part of the internal decision-making procedure. It is prescribed by law that the Faculty and the University Councils should always vote on the candidates; however, the rest of internal procedure is decided by each institution. At our university, we select a three-person internal commission for each appointment and three other opinions from Hungarian experts are obtained as well.

In terms of university conditions today, József Attila University is the third largest university in Hungary with almost 5,000 full-time students and 600 teaching positions. The trend towards increased demand is very clear: we had only 3,300 students three years ago, but there will be 7,000 in 1996. This is similar to the situation at other comprehensive universities in Hungary as there is a peak in the secondary school student population at this time and the demand for university places is increasing. However, the number of teacher positions remains the same. Moreover, the career choices of students are rapidly changing - more are enrolling in the Humanities and Law but fewer in the Sciences.

As a result, staffing will have to be adjusted. The present situation has been determined by the old power structure inside the university and popular and important subjects of the past.

Almost all filled positions are tenured, making change very slow and difficult. Also, as all teachers are civil servants, it is almost impossible to dismiss them. Change only occurs when someone leaves a post or retires. Furthermore, in the past, it was not usual to transfer an open position from an institute (or faculty) to an other. In the future, such transfers will certainly be necessary, but they must be managed according to clear procedures.

Two different approaches can be used to bring about the effective restructuring of university staffing:

- one model is based on the number of students. Different subjects need different types of curricula and so the teaching load varies greatly. Subjects may be clustered thus leading to a grouping of subjects. In this case, the student:staff ratio can be defined for different groups and from this, staffing norms can be calculated;

- another model is based on the real teaching load of the university. For different academic positions, the teaching load can be prescribed (for example, full professors are required to lecture for 6 hours per week); on this basis, the actual needs of the university and the number of positions can be assessed.

At the present time, the first model is much better for Hungary because it is simple and easy to check.

Teaching and Staff Development

Teaching quality is one vital area related to staff development which the university needs to consider. Over the last decade, when higher education has undergone tremendous changes everywhere in the world, special effort has been put into understanding how students learn and how to improve the effectiveness of teaching.

Certain professors would say that Hungarian students are sometimes passive and unassertive. This may be the result of teaching methods, especially those used in colleges and universities. Lecturing seems to be the exclusive mode of interaction between students and professors. Under the combined impact of new theories of learning and new information technologies, important innovations have taken place to permit cost-effective and intensive teaching methods. Today, therefore, our universities should abandon their over-reliance on lecturing as a teaching technique. Instead, there should be greater emphasis on the development of new, inter-active teaching styles. Also, new methods of academic staff evaluation are needed. In the future, more independent learning should be favoured and students should be initiatied into research at an early stage. Such efforts would enhance their initiative and creativity and they would have a better understanding of their future profession. Since this will require more attention and time on the part of teaching faculty, teaching proficiency will have to become a significant factor in tenure decisions. The quality of professorial instruction might also be improved as a result of student assessment of faculty performance. This can be obtained via regular surveys.

Furthermore, and indicating yet another aspect of the change process, in future it will be essential to review curricula in Hungarian higher education and to assess their quality on a regular basis.

Quality of Academic Staff

Quality cannot be assured without adequate mechanisms for assessment and accountability. However, it could be misleading to approach the quality and effectiveness of the Hungarian higher education system solely on the basis of an international comparison between the performance of national students and their counterparts elsewhere. Thus, the content of the curriculum in relation to the specific needs of Hungarian society should be systematically reviewed within an overall framework which contains a vision of the relationships between universities and society in general.

Although the drop-out rate is very low in Hungarian institutions of higher education, no real assessment has ever been carried out as to the real qualifications acquired by the students. Consequently, their skills and competence may have been subject to a negative impact, due to several factors.

For example, many courses are highly specialized and emphasize training instead of education. As a result, there is insufficient interdisciplinarity and this is compounded by the strict separation of teaching from research in a great number of fields. Moreover, new disciplines such as Business Management and Communications have not grown fast enough to respond to Hungary's social and economic needs. More traditional studies could be enriched if credits in these new courses could be included in the structure of degrees.

At Hungarian universities, student achievement is assessed solely on the basis of examination results. This often makes classroom attendance and the quality of instruction irrelevant for students. The implementation of a credit system would enhance opportunities for greater student mobility among the country's institutions of higher education. Also, it would encourage collaboration for a more interdisciplinary curriculum and improve teaching and learning. A credit system would also make the university even more attractive to international students, who could complete some part of their degree programme in Hungary.

Because of the rigid split between teaching and research, teaching staff have not always been in contact with the world's top experts in a given field. At the same time, it is true that the facilities and the equipment of many institutions were inferior to that of the top institutions in the world. In addition, there are some isolated institutions, especially among the colleges, which have relatively underqualified staff.

Concluding Remarks

As the world market is ruled by competition, it is important for Hungary to keep pace with the rapid economic changes taking place. The main factor for success is the education of the population. Only education can enable Hungarians to change the structure of production and to acquire and use the new technologies which are essential for development. Unfortunately, in the past, a strong human resource development policy did not rank high on the political agenda. It is hoped that the new Higher Education Act contains the necessary measures for sound human resource policy and that this will result in a more managerial approach to higher education as a whole.

In particular, it would seem evident that a more structured approach to human resource development has to be taken in order to obtain rapid and significant progress in this area. Such training will have to be provided at all levels of higher education and encompassing both the system itself as well as institutional development.

In the latter situation, leadership courses are of the utmost importance as the change process must be led from the top. In this way, new attitudes can be encouraged at the middle management echelon and in areas where specialized expertise is essential for institutional quality. Staff development thus becomes an essential strategy in bringing about the changes which are necessary.

Higher education in the Hungarian context must then aim to harmonize the search for excellence with the needs and socio-cultural and economic conditions of the country. The complexity of this task in the present transitional period is considerable. Strong yet appropriate support from the international higher education community will be one key to success in meeting the challenges involved.

THE AFRICAN UNIVERSITY: TOWARDS INNOVATIVE MANAGEMENT STRATEGIES FOR THE 21st CENTURY

Mubanga E. Kashoki

Introduction

As the continent of Africa, like the rest of the world, finds itself on the threshold of the 21st Century, it is appropriate for those intimately concerned with issues of university education to pause and ponder as to the manner in which more effective and efficient ways of managing and governing African universities may be identified and put into practice. The conscious search for innovative strategies for institutional management is inevitable, given the rapid changes that are now taking place in every part of the world. These result from phenomenal advances in science and technology as well as, more generally, from the ever changing vistas of knowledge in every field of human endeavour. Keeping pace with these advances - advances that inevitably have a profound influence on one's perception, attitude and actual manner of doing things - call for appropriate readjustment. This need for innovative adaptability is no less urgent in universities than it is in other spheres of human enterprise whether economic, political or social.

Most, if not all, African universities face a wide array of daunting challenges. All need urgent attention. This brief chapter, however, is concerned primarily and more narrowly with managerial staff development, both academic and administrative, in African universities. This involves the identification, preparation and utilization of the human resource base required for the efficient management of African universities. As an illustration, the following section will provide a brief historical sketch of the staff development programme as conceived, instituted and practised in the University of Zambia over the past two decades or so. This is to provide a backdrop to the challenges that lie ahead.

The Staff Development Programme in the University of Zambia

The main objectives of this section are two-fold: the first is to provide a historical outline of the genesis of the staff development scheme in the University of Zambia and the second is to draw some lessons from that experience. Regarding the former, all that can be attempted here is the barest outline.

Historically, in the University of Zambia, the impetus leading to the establishment of the present staff development programme may be traced almost directly to the Lockwood Report of 1964 which recommended the establishment of a national university in Zambia just prior to the attainment of political independence in October 1964. The Lockwood Commission made three interrelated observations: first, that "the academic well-being of a university springs largely from the quality of its staff", second, that "there is no superabundance of good university teachers in the world at the present time and the competition for them is severe", and, third, that "In Africa, the recruitment of the right staff will present problems which will be difficult for many years, and, unless the most strenuous efforts are made to train local people for academic employment, may be intractable". Added to this was the political and cultural desirability of having local people standing in front of university students as role models.

In this vein, and building on the Lockwood philosophy, the first handbook on the subject was issued on behalf of the University Council by the Office of the Vice-Chancellor in January 1974. Entitled **The University of Zambia Academic Staff Development Programme**, this was a plan for the accelerated Zambianization of the academic staff of the university and embodied the philosophy that "it is accepted that in any university, it is academically, politically, culturally and economically desirable that a majority of those who teach and run the institution should be the same nationality as their students." Related to this was the imprudence of relying unduly on expatriates manning the classrooms and laboratories of the university.

Practical realities also entered the equation. It is, for example, a widely accepted historical fact that, at the time Zambia attained political independence in 1964, there were only slightly over 100 indigenous persons with a university degree in the whole country. Ten years later, the handbook on staff development pointed out that in the university itself "By 31st January, 1974, only some 44 or 14.3% out of a total of 307 academic staff of the University were Zambians." Thus, there was a paucity of suitable candidates for appointment to academic and senior administrative posts.

It was the combined interplay of all these factors that prompted the then University Provisional Council at its sixth meeting in November, 1965, to accept the recommendation of the Academic Planning Committee that "the Zambianization of the staff of the University, academic, library and administrative, should be an object of special concern from the outset". However, the staff development programme, in the form in which it is known as well as in the manner it has operated since its inception, did not come into practical effect until 1969 when it was formally set up by the University Council which instituted a comprehensive staff development programme.

The programme focused on two primary concerns: (a) training and/or recruitment of more Zambians to the University staff if or when available in the local and international market-place, and (b) "enabling Zambians already on the staff of the University who might be fitted for senior posts [whether academic or administrative] to acquire the necessary experience in the shortest time possible" (Handbook, p. 5).

In terms of recruitment and retention of staff, the programme had four notable features: (i) establishment of a Staff Development Office; (ii) deliberate arrangements for postgraduate training of potential university teachers; (iii) "opportunities for research and/or staff exchange facilities for Zambians already on the academic staff of the University", and (iv) "opportunities for professional experience abroad for Zambians on the senior library and senior administrative staff of the University" (Handbook, pp 5-6). These features, interdependently, have constituted the comprehensiveness of the programme as initially conceived and as actually operated up to now. It has sought to maintain an adequate stock of both academic and support or administrative personnel by a sustainable process consisting of interplay between three elements: recruitment, training and upgrading of staff.

What has been the role of planning in this whole process? It is fair to say in response to this question that whatever planning may have been involved was influenced by a number of related factors, notably: (i) agreed upon staff quotas for each unit of the university, (ii) staff attrition and (iii) institutional (primarily departmental) growth. This process has not, in the strictest sense, included conscious "manpower" planning. Christopher P. Shaw suggests the type of "manpower" or human resource planning best suited to Zambian conditions and circumstances. He states that "In the absence of a current projection of manpower needs, and in the light of the severe criticism to which manpower planning has been subjected, especially in the last decade, what is needed is not a detailed occupational education matrix projection offering the spurious precision of one hundred and four civil engineers required in 1980, but a pragmatic approach to the identification of priority areas of subject specialization". (Shaw 1980:742). It seems from past trends and practices that this is the approach that has largely dictated the actual manner of human resource development in the University of Zambia. In other words, what has prevailed is a pragmatic approach rather than one which entailed precise human resource development projections. As already stated, the most influential factors would seem to have been approved staff quotas for each school or research unit of the university, institutional growth and perennial staff losses.

Beyond the issue of planning, two other important matters deserve summary consideration here. One is the type of training that has actually taken place so far as against what was originally envisaged, and the other is the numbers of people that have received the desired training. With respect to the first of these concerns, available statistics indicate that, as a reflection of other original intentions of the Staff Development Programme, the bulk of human resource development in the University of Zambia has been focused on academic staff training - that is, on producing an adequate corps of suitably qualified teaching and/or research staff for the institution. This emphasis on academic staff is understandable and is explained by a point underlined earlier, namely the critical dearth of the right calibre of academic staff especially in the early years of the University. Since then, this aspect has been perpetuated by a steady loss of duly trained staff through either natural wastage or the much lamented brain-drain.

Tables 1 (a) and (b) and 2 seek to provide at a glance an overview of the staff situation up to 1974 as compared to a substantially altered situation in 1991.

Table 1(a)

Distribution of Zambian and Non-Zambian Academic Staff by School or Academic/Administrative Unit - 31st January, 1974

School or Academic/Administrative Unit	Zambians	Non-Zambians	Total
Agricultural Sciences	0	13	13
Education	5	49	54
Engineering	0	20	20
Humanities and Social Sciences	9	37	46
Law	2	10	12
Medicine	1	39	40
Mines	1	10	11
Natural Sciences	2	50	52
Correspondence Studies	1	1	2
Extra-Mural Studies	2	9	11
Institute for African Studies	2	1	3
Rural Development Studies Bureau	0	1	1
Kafue Basin Research Project	0	1	1
Tracer Project	0	2	2
University Library	1	10	11
University Administration	18	10	28
Total	44	263	307
Percentage	14.3	85.7	100.0

Source: *The University of Zambia Academic Staff Development Programme Handbook*, Lusaka, January 1974, Appendix A

Table 1(b)

Distribution of Zambian Academic Staff by Degree
31st January, 1974

School or Academic/Administrative Unit	Bachelor	Medical (e.g. MB, ChB)	Master's	Doctorate
Agricultural Sciences	0	0	0	0
Education	0	0	5	0
Engineering	0	0	0	0
Humanities and Social Sciences	0	0	8	1
Law	0	0	2	0
Medicine	0	1	0	0
Mines	0	0	0	1
Natural Sciences	0	0	1	1
Correspondence Studies	0	0	1	0
Extra-Mural Studies	2	0	0	0
Institute for African Studies	0	0	2	0
Rural Development Studies Bureau	0	0	0	0
Kafue Basin Research Project	0	0	0	0
Tracer Project	0	0	0	0
University Library	0	0	1	0
University Administration	8	0	2	1
Total	10	1	22	4

Source: *The University of Zambia Academic Staff Development Programme Handbook*, Lusaka, January 1974, Appendix B

Table 2

Training and Retention of UNZA Fellows 1971-1991

	Total Trained 1971-1991	Zambians in Post 1991	On SDP Currently	% Retention
Agricultural Sciences	27	19	12	70%
Education	47	26	8	63%
Engineering	42	16	20	38%
Human and Social Sciences	130	56	30	43%
Law	32	13	9	41%
Medicine	47	24	13	51%
Mines	22	10	14	45%
Natural Sciences	83	42	25	51%
Vet. Med.	11	9	10	82%
CCE	16	11	7	69%
C. Arts	6	3	-	50%
IAS	13	8	3	62%
RDSB	6	3	4	50%
ERB	4	3	-	75%
IHR	3	1	2	33%
Totals	483	244	157	51%

Source: "Report of the Special Committee of the Staff Development Committee on Salaries and Salaries of Staff Development and Special Research Fellows", (1991), University of Zambia, p. 4.

It can be seen from a comparison of these tables that, despite routine problems, human resource development in the University of Zambia with respect to both academic staff and professional and administrative personnel can be described as a success story. The present position as regards academic staff in particular is one which, overall, shows that the process of Zambianization, since the inception of the Staff Development Programme in 1969, has responded remarkably well to the original objectives.

The degree of Zambianization with regard to professional and administrative staff is even more impressive. Compared to 1969 at the commencement of the programme when a disproportionately large number of especially senior professional and administrative positions were filled by expatriate personnel, by 1991 practically all such posts had been Zambianized. This again shows the relative success of the programme.

As regards the kind of training that has been accorded deliberate emphasis, the most notable efforts have been made on two fronts: (a) equipping Staff Development Fellows (SDFs, i.e., persons with a first degree earmarked for staff appointment) with a Master's degree or an appropriate (post) graduate qualification as a condition for first appointment, and (b) enabling Special Research Fellows (SRFs, i.e., persons already on the staff of the university) to acquire doctoral degrees and sometimes even post-doctoral experience. The latter is often achieved under sabbatical leave arrangements to which serving members of staff are entitled after a continuous service of at least six years.

To a great extent, even administrative staff seem to have demonstrated a predilection for academic rather than practical training, the general belief being that academic qualifications are the best launching pad to assured promotion or career advancement. Thus, the records show that a fair number of the members of the administrative staff, particularly in the Registrar's Department, have at least a Bachelor's degree.

But there is, however, the other relevant point that subordinate staff - (but rarely, if ever, the Registrars themselves) - have been given opportunities to experience practical concerns such as company law, industrial relations, public relations and wage negotiations. In the main, the knowledge gained has been obtained at home under local conditions and only rarely abroad. Secretarial staff and what may be termed university staff labour leaders, such as shop stewards, have benefited from similar training opportunities. Secretarial staff are, for example, increasingly being exposed to the computer age.

This type of professional training seems to have been favoured by accounting and secretarial staff and by laboratory and other technicians. Library staff, because of the nature of their profession and also because in the University of Zambia they have been lumped together with teaching staff and thus designated as academics, have followed the path of their teaching and research counterparts in pursuing advanced academic degrees. In both cases, much of this training has been undertaken abroad and only in a few instances at home.

Turning to academic administrators, i.e., managers of teaching and research units, it is fair to assert that this aspect of training has been conspicuously lacking. Consequently, there is a great need to acquaint newly-appointed deans and directors with the rudiments of university management. Even in the upper echelons, the vice-chancellors and their deputies have been victims of this unwitting omission, although in their case there have been opportunities for them to appreciate various aspects of university management as a result of being sent on short-term study tours or attendance at meetings of heads of universities organized under the auspices notably of the Association of African Universities and the Association of Commonwealth Universities. These opportunities, apart from promoting professional and collegial contacts, act as sources of valuable information and exchange of tested experiences. They thus put heads of institutions who attend them on the road to possible innovative initiatives. They also act to strengthen their managerial capabilities. There is no doubt that, were similar opportunities created for managers of universities at lower levels of university management, equally beneficial consequences would ensue.

Problems Encountered

Every enterprise, however noble in conception and design, generates its own unique set of problems, thereby providing an opportunity for the curious mind or the observant eye to draw valuable lessons from the problems so encountered. In this regard, the Staff Development Programme in the University of Zambia is no exception.

It is the purpose of this section to broadly sketch these problems and to leave the reader to infer the lessons that can be derived from them. Here, the focus will be on the main problems.

First on the list is the ongoing problem of staff exodus. Reference to Table 2 graphically illustrates this point. In this connection, the Special Committee of the University of Zambia appointed to review salaries and allowances of Staff Development and Special Research Fellows, prefaced its report with an expression of dismay that, in the course of implementing the staff development programme, the University had lost "49% of Fellows trained for economically greener pastures both within and outside Zambia." It was equally distressed by "the unfortunate habit of the Government and Parastatals to 'poach' from the University" (p. 3). In the view of the committee, it seems evident that "If the programme continues to lose to other organizations and enterprises, it cannot hope to ever succeed" because besides losing the personnel it has trained, it also foregoes the expenses incurred (p. 3). This point will be returned to later.

Related directly to this problem has been the inability of the university to provide conditions of service that could adequately serve as an incentive to stem the perennial staff exodus by making them reasonably comparable to those outside the University. Of particular concern here is the fact that the exodus of academic staff acts conspiratorially to inhibit the ability of the university to create and retain a cadre of senior, experienced academic staff to serve as pioneers in research and scholarship and, thus, as points of emulation and a source of institutional stability. Here, the assumed philosophy is that if long-serving faculty have persevered, newly-appointed junior staff may well be induced to stay.

An equally important lesson that has also been learned over the years is the great expense that is involved in training one's future and serving staff abroad. The Special Committee already put this in succinct terms when it observed that "the Staff Development Programme was a very expensive one in the face of a very unstable Zambian Kwacha". In the light of this, the solution therefore may well lie "in part in the expansion and strengthening of postgraduate studies at the University of Zambia" in the optimistic belief that this option "would enable the University to train the majority of its fellows locally instead of sending them for more costly studies abroad" (p. 5).

A third problem, related to academic training, is one that has already been touched upon, namely the absence of projections regarding the numbers of people to be trained - in what fields, at what level, for what purpose? As the Special Committee observed, "unless [human resource development] was taken seriously, training in the University would continue to be haphazard" (p. 6). One other notable problem - to which I myself attach considerable special importance and to which I will return in the closing section of this chapter - is that raised by Professor R.I. Miller of Ohio University. He reminds us that university administrators "generally enter their positions with very little training or background" (Miller 1990:59). On-the-job education is the normal process, and this more-or-less haphazard approach may be a contributory factor" to the negative or low esteem in which they are traditionally held by the academics whom they (are supposed to) lead. A general characteristic of this situation is that the executive heads of universities, their deputies and their academic administrative staff on first appointment are thrown, with little or no preparation, into the deepest end of the management swimming pool and are left entirely to their own devices for survival. Instead of benefiting from appropriate managerial courses, specially tailored to their needs, they are left to sink or swim as they will.

A final point is the apparent general belief in university circles that academic training - the mere acquisition of advanced degrees - constitutes a sufficient preparation for being a competent teacher in the classroom. Armed with this philosophy, academics in a fair number of African universities consider it beneath their status to be required to undergo basic training in teaching methods. As a consequence, the general situation witnesses that teacher training is generally lacking in universities.

Towards Reform and Innovation

It has been suggested that organizational innovation on campus depends on a new form of governance which is also a new form of management. This is certainly relevant for the critical measures that need to be taken in order to make the African university responsive to the challenges of the 21st Century. Trevor Coombe (1991: 27) takes a similar view when he says: "There is an overwhelming consensus, virtual unanimity, on the urgent need for African universities to overhaul their management systems".

However, to arrive at this new form of governance and management, one ought to identify the compelling factors - the stimuli - necessitating a search for better, more efficient and more effective ways of doing things in future. In this case, what are the crucial factors that should impel the African university towards adopting new strategies and styles of management which are appropriate for the future?

It is convenient here to divide the measures that call for special attention in future into two sub-headings: (a) problems encountered in the past serving as experiences to build upon, and (b) perceived challenges arising from altered (or altering) environments and circumstances.

(a) Addressing existing problems

Past problems should serve as useful reference points or as foundations upon which to build a more solid and durable management culture. From the Zambian experience, the catalogue includes: staff exodus or brain-drain, the high cost entailed in training staff abroad, the entrusting of administrative responsibilities to inexperienced academics with little or inadequate training or experience and the absence of any exposure to teaching methods (or more generally the art of teaching) of newly-appointed academic staff before they assume lecturing responsibilities. In future, these problems will receive attention, as will others not enumerated here.

The matter of staff exodus will, for example, need to be addressed more comprehensively than merely from the single vantage point of focusing attention on improving conditions of service. One critical issue needing particular attention is whether or not the staff development scheme - the more so as it applies to academic staff - should be modified. Are the original circumstances and factors that led to the establishment of the scheme, as in the case of the University of Zambia, still relevant? Or, does accumulated experience not suggest that, when past conditions have radically changed, there is a need to review the situation so as to give human resource development, recruitment and utilization an altogether new emphasis and orientation? There should be alternative ways of staff recruitment instead of almost total reliance on the university's own staff development programme - even in countries such as Zambia where the internal catchment area is highly circumscribed. Also, should the undergraduates of a university eventually become predominantly the teachers of the same institution?

This latter point has bearing on the expressed future need for staff training, as given explicit support by the Special Committee of the University of Zambia's Staff Development Committee. As already reported, this should be undertaken preferably at home rather than abroad primarily to minimize costs. A fundamental issue that arises in this connection is whether it is altogether desirable that the academic staff of a university should be predominantly the products of that same environment. In this sense, they become the end-products of a process which appoints individuals who have undergone their entire university education in the same institution in which they end up teaching. As an antidote or alternative to this, the idea of creating (postgraduate) centres of excellence in Africa, as now underwritten by UNESCO's UNITWIN programme and given practical support by the AAU, offers a welcome safeguard against this happening. The setting up of well selected universities as centres of excellence, designated to offer specific postgraduate studies in Africa at regional or sub-regional level, offers excellent opportunities for African universities to train their potential and serving academic staff at a fraction of the cost they would most certainly incur if they were to send them to institutions abroad. This is an avenue worth exploring in future to a greater extent than has been the case up to now. In addition to minimizing cost and training staff in conditions similar to those at home, this alternative would have the advantage of diversity.

A further point worth attention is the past trend for the African university to entrust administrative responsibilities to academics with little or no prior experience in the administrative arena. As in the realm of teaching, the philosophy seems to have been one of believing that "to administer a university or its parts it is sufficient only to have a university degree plus some love and tolerance for unpalatable administrative work". In future, as the governance and management of the university grows ever more complex, it will be ill-advised to manage universities in this way. For example - and contrary to the current situation - it will no longer suffice to appoint heads of academic departments, deans of schools and directors of research units of the university to administrative posts and leave them to survive as best they can. In future, such academics will need training to become competent, knowledgeable and effective managers of the university enterprise.

Practical courses designed to assist newly-appointed academic administrators (even at the level of vice-chancellor) to ease into their new posts may, of course, take a variety or a combination of forms: short visits or brief attachments to other institutions to observe and absorb how things are done in other settings; attendance at courses, workshops, conferences or seminars, at home or abroad, specifically tailored to the special needs of the budding or serving administrator; or undertaking familiarization tours such as those currently being sponsored by the Association of African Universities, the Association of Commonwealth Universities, the British Council and the United States Information Agency.

In this regard, two recent developments are especially welcome. The first is the introduction in more recent years, under the auspices of the Association of African Universities, of the Senior University Management Programme. This enables senior academics holding executive or leading positions in universities (e.g. vice-chancellor/rector/president, their deputies, and deans) to gain exposure to university management, to exchange experiences and views in different forms and generally to master experience in the realm of university governance and management. This is in line with trends on the North American scene, namely that a new phenomenon for university institutions desiring to improve their academic management and strategic portfolio is to offer numerous training opportunities to campus staff. Two cases in point are Carnegie-Mellon and Harvard which have summer institutes in higher education management. The other is the recognition by the University of Zambia of its 1994-1998 Strategic Plan (p. 99), under the sub-heading 'Management Capacity', of the need to bring into effect a re-orientation in the style and management culture of university managers as well the complementary need to (re-equip such managers with the requisite skills.

One such manager, pivotal to the entire university enterprise, is the lecturer. It is encouraging to note that, in recognition of the crucial importance of this aspect, the **University of Zambia Strategic Plan 1994-1998** (p. 21) has committed the institution to the revival of the "University Teaching and Learning Improvement Programme" which existed in the past. In the same vein, it should be noted that one of the core programmes of the Association of African Universities is "Improvement of Teaching and Learning." Its aim is to develop activities for the improvement of teaching and learning, particularly in universities where these do not exist. It is hoped that the end result of these measures will be a marked improvement in the quality of teaching.

(b) Confronting Emerging Challenges

A broad survey of the literature extant (as exemplified here by the bibliography) indicates the main challenges related to university management in the years ahead:

- **the university as a business enterprise**: everywhere, the university is evolving into a true business enterprise where sound financial management (i.e. cost effectiveness, cost reduction, cost recovery), efficiency, measurable performance and, in general, accountability are vital;

- **alternative funding**: the need for universities to initiate measures which will help establish viable and sustainable alternative sources of funding with emphasis on independent means of income generation. This contrasts with the university's traditional overdependence on public offers and, in part, is a way of broadening and strengthening the institution's financial base. One especially crucial source is the promotion of university-private sector linkages;

- **strategic planning**: the importance and relevance of creating a strategic planning capacity and culture in the university is widely recognized;

- **performance appraisal**: the university, as a soundly managed institution which is at the same time accountable to the society it serves, must design and implement effective systems of appraising the performance of its personnel at all levels of management; this is a dimension of efficiency and accountability;

- **governance**: as university governance evolves to meet the challenges of increased institutional autonomy, the old university committee system should be reviewed since this is too unwieldy, costly and time-consuming. Instead, structures suited to the new business-like context are required;

- **devolution of authority**: authority and administrative responsibility should be spread more evenly throughout the university administrative hierarchy than is the case at present, so as to bring about a new order of university management whereby,in future, managers of satellite stations or cost centres (e.g. deans, librarians, directors) assume more direct powers of management.

These and other issues have, in recent years, been the subject of intense, focused and sustained debate in fora sponsored or co-sponsored by the AAU, ACU, UNESCO, the Economic Commission for Africa (ECA) and the Donors to African Education (DAE) Working Group on Higher Education. They have now moved centre stage to a degree where they have become the focal points of the universities' strategic plans (as in the case of the University of Zambia). As a result, they are the top priority for all reform-oriented and innovation-minded institutions because they constitute the challenges of the moment and of the foreseeable future. As such, they should steer the agendas of African universities keen to renovate their management and development processes.

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MANAGERIAL STAFF DEVELOPMENT AND HUMAN RESOURCE PLANNING

The IGLU Programme*

Pierre Van Der Donckt

Foreword

The Inter-American Organization for Higher Education (IOHE), also known by its French, Spanish and Portuguese acronym - OUI - is an international non-governmental organization incorporated in San Jose (Costa Rica), and operated, since its creation in 1980, by a small Secretariat based in Quebec City (Canada).

The IOHE has 350 members - universities, university associations, polytechnical schools and a number of research centres.

The Organization is mainly funded by its members and the Canadian International Development Agency (CIDA). The Organization of American States (OAS) and UNESCO have also supported a number of initiatives such as the Inter-American Distance Education Network Consortium (CREAD).

Leadership, Management and IGLU

Pressure, change, turbulence, retrenchment, restructuring, downsizing, globalization, competitiveness, accountability, quality assurance: during 1994, no major presentation on the state of higher education in the Americas will begin without using at least one of these words in one of the first three paragraphs. Words which reflect the harsh realities of our times and spell out the challenges confronting the leaders of the higher education community. We live in a time that calls for strong leadership at all levels and in every sector of society and leadership is a scarce commodity.

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* IGLU - Instituto de Gestion y Liderazgo Universitario (Institute of University Management and Leadership).

But what do we mean by strong leadership when the term applies to higher education? There was a time when a university president, to be considered a real leader, had to have a strategic plan and a great deal of money for its implementation. As Richard Chait states, "a college president without a strategic plan was as archaic as a Hollywood talent agent without a car phone." A true leader made plans, spent, built and then turned to governments to get more money in order to satisfy ever-increasing expectations. Those good old days are behind us. The mood has dramatically changed. The planning process in universities has lost its dominant place. Even that "vision thing" seems to have lost its inherent virtues. In football terms, now is the time for "blocking and tackling", as was bluntly stated by the new Chief Executive Officer of IBM on the day he announced an additional 35,000 lay-offs in July 1993.

So the new leaders are those who can move swiftly to gain yardage or, at very least, not lose ground. Times have indeed changed. From the flamboyant and the triumphant, we have shifted to styles which favour more sober approaches.

How do university executives prepare themselves to face the new realities and to make difficult decisions when, often, they are ill-prepared to manage the very special kind of organization that is a university?

In the introduction to their Handbook of Academic Leadership, Madeleine F. Greene and Sharon A. McDade start with a simple question: "What about developing leaders for higher education?" Ironically, we pay little attention to enhancing the ability of administrators and faculty to lead our institutions; the priority is low and our investment modest. The corporate sector, on the other hand, spends $40 billion a year on training. Surely, higher education - a $150 billion dollar enterprise - should not consider leadership development less important than the corporate sector does. People are the most important resource in higher education".

IOHE and its 350 member universities share this conviction. That is why, in 1983, at the end of the 3rd Congress of the Organization, in Salvador (Brazil), a motion was adopted to create a training programme for university executives from Latin America, to be managed by an Institute called IGLU - the Institute of University Management and Leadership (or Instituto de Gestión y Liderazgo Universitario). In 1984, the programme was offered for the first time in Brazil with the support of the Conselho dos Reitores das Universidades Brasileiras (CRUB), the Getulio Vargas Foundation and the Inter-American Development Bank (IDB). Following the withdrawal of IDB, the programme was able to continue due to the support of the Canadian International Development Agency (CIDA), the main funding agency for IOHE activities. Since then, it has become IOHE's flagship activity.

In 1987, the programme was extended to Spanish-speaking university executives with the opening of a second training centre in Chile at the Universidad de Santiago de Chile. And in 1993, two additional centres were inaugurated, the first in Buenos Aires (Argentina) with three sponsor universities (Universidad de Buenos Aires, Universidad Nacional de Luján and Universidad del Salvador), the second in Mexico with five sponsor universities (Universidad Autónoma del Estado de Morelos, Universidad de Guadalajara, Universidad del Valle de Atemajac, Universidad Autónoma Metropolitana, Universidad Autónoma del Estado de México). There is a possibility that a fifth centre will be established through a joint agreement with the Universidad de los Andes in Bogota (Colombia) and the Universidad Simón Bolivar in Caracas (Venezuela).

The IGLU Programme

The Institute itself does not exist as a distinct entity, even ten years after its official creation. It is simply a programme managed directly by the IOHE Secretariat with the administrative support of two full-time staff.

The IGLU programme consisted initially of a six-week basic course on university management followed by a three-week seminar in Canada offered in various universities and organized by York University in Ontario and the Université du Quebec in Quebec. For a number of reasons, the basic course has been reduced to four weeks and the Canadian seminar to one.

Other components were gradually added to the programme which now includes, in addition to **the basic course and the seminar, workshops for university presidents, the IGLU Journal** and national or regional **seminars on specific aspects of university management**; the IOHE is presently planning to add a new component, the production of handbooks. Each of the components will be described in the following pages.

a) The IGLU basic course and seminar

Participants

Over the past ten years, 354 executives from 169 universities in twenty different countries have graduated from the course.

They have been selected jointly by the IOHE and the staff of the four IGLU Centres. In the case of Brazil, the Conselho dos Reitores das Universidades Brasileiras (CRUB), plays a leading role in this process. In the case of the three other centres, the sponsor and host universities work in conjunction with the IOHE Secretariat. Annually, each of the four centres select from 15 to 20 participants.

Common criteria are used to make the final selection of the 65 executives who take the course:

- a balance between private and public universities;

- a balance between urban and regional universities;

- a balance between executives of both genders;

- the professional profile of each candidate and the level of his position in his university (in fact, the course is designed for vice-presidents, directors of planning, finance and human resources, secretary-generals and deans);

- knowledge of a second language (French or English);

- quality and pertinence of the subject of the memoir presented by the candidate;

- institutional support for the candidate.

Each candidate is invited to submit to the selection committee a project for a memoir dealing with a specific aspect of university management, which has the "visto bueno" (approval) of the president of his institution. He is expected to produce a 25-page paper at the end of the Canadian seminar or shortly thereafter. Next year, the best papers will be published in book form.

The number of candidates is still quite large although many are discouraged by the cost of the programme. The IOHE has helped out those who are the neediest.

Finally, the IOHE makes sure that each IGLU group is multinational in order to create a truly inter-American environment where points of view come from different cultural contexts.

The content of the course

The 4-week course is built around a common core of 4 main interlocking segments: Strategic Planning and Leadership, Academic Management and Quality Assurance, Financial Management and Institutional Evaluation. Basically the course serves as an introduction to the complex art of managing an intricate organization like the university for people who may have developed expertise in a particular academic discipline but who rely mostly on intuition and experience to carry out their managerial tasks. Each IGLU Centre is invited to complete the syllabus of the course with topics that are specific to its particular political, cultural and legal environment. The teaching staff has wide practical experience as well as high academic credentials. At least one instructor is recruited from outside the country where the course is held.

As noted by Sheryl L. Bond of the Centre for Higher Education Research and Development (CHERD) at the University of Manitoba, "the case study approach to professional development has demonstrated its ability to develop the skills of analysis and judgement and has become the preferred approach to instruction, particularly for deans, senior directors, vice-presidents and presidents". What is most important is that "the faculty are able to contribute not only specific subject area expertise but... they are able to integrate expertise into actual practice". When evaluating the course, most participants have noted that it is by sharing their experience with colleagues from other universities and from different systems of higher education that they have learned most. And what they "learn" comes down to a better understanding of the environment in which they carry out their duties, a clearer vision of the various models of organizational design or structure of a university, how to define and choose strategies for change and how to develop the leadership abilities needed to implement these.

The Canadian seminar

Certainly one of the reasons why the course has attracted so much attention and so many candidates is the fact that participants are invited to visit Canadian universities. As noted previously, all participants take part in a one-week visit to various universities in Ontario and in Quebec. This feature of the course increases its total costs; but the IOHE's raison d'être is to bring together universities from all parts of the Americas and it considers that bringing university executives from south of the Rio Grande to Canada to meet their counterparts, in order to share their concerns and expectations with them, is a vital part of its role. The sessions held in Canada have produced long-lasting relations, beneficial to all parties. In 1994, IOHE intends to organize the seminar not only in Canada but also in the United States with the Florida-Brazil Institute of the University of Florida.

The seminar is a unique personal learning experience insomuch that it allows each participant to get acquainted with different approaches to real-life management problems in a different context, compare these approaches with those which prevail in his own university, evaluate to what extent changes can be introduced in his own university, and discuss strategies to bring about these changes with colleagues.

b) The IGLU specialized seminars

The second component of the IGLU programme consists of sponsoring seminars in Latin America and the Caribbean on specific aspects of university management. In the past two years alone, the IOHE has supported 21 such seminars.

There are various types of seminars. Some bring together executives from universities of one particular country, others are regional (i.e. Central American or Andean), and others hemispheric in terms of both scope and participation.

The following examples illustrate these different types of seminars. Over the past seven years, the IOHE has sponsored an annual 3-day meeting in North-East Brazil which focuses on topics such as institutional assessment, undergraduate studies, faculty and its relationship with society.

In Argentina on the other hand, the focus has been on just one subject for the past three years: institutional assessment. And, in Central America, private and public universities discussed regional higher education planning and financing.

With the World Bank and the Universidad de los Andes (Bogota), the IOHE examined various issues related to the financing of higher education in Latin America and the Caribbean. While in Santiago de Chile, in collaboration with the Centro Interuniversitario de Desarrollo (CINDA), the subject was accreditation and quality assurance.

A recent initiative by the IOHE was a workshop on managing international university co-operation, a highly practical 5-day training course with a down-to-earth approach to planning, financing and evaluating projects.

Lastly, it should be mentioned that the IOHE has established an inter-American network for women in higher education within the framework of the UNITWIN/UNESCO Chairs Programme, with the purpose of promoting the issue of gender within the IGLU programme.

The main characteristic of these activities is that, in all cases, the IOHE sees its role as providing support for an inter-American dialogue. Any system of higher education can benefit from contributions from other systems. What the Mexicans have undertaken in the area of assessment can certainly be shared with their Brazilian or Colombian or Chilean counterparts, especially at a time when all are confronted by the same challenges.

In this regard, the IOHE is truly an inter-American forum, with no hidden agenda. It is capable of bringing together different constituencies to discuss issues on many aspects of which they are often opposed. The search for common ground, for consensus, for common objectives has never been an easy task in the world of higher education. It is even more difficult in a period when money is tight. If the academic community proves unwilling to accept change, it will be imposed from without; for public institutions, this means further cutbacks by legislatures and, for private ones, facing up to harsh economic realities .

The IGLU seminars are but one means of promoting thoughtful examination of the new realities and building a common agenda for the future of each system of higher education, within an inter-American context. If there is a thread linking one seminar to the next, it is certainly the idea that the present crisis is conducive to a lively debate on the mission of higher education in society. The process is painful, but there is reason to hope that the university, as an institution, will emerge strengthened.

c) Workshop for university presidents

A third component of the IGLU programme are the workshops for university presidents. University presidents everywhere are under fire. A considerable part of their time is taken up by the urgencies of the moment: fund-raising, negotiation, at times major clashes, and day-to-day problem-solving.

What IOHE offers is a chance to sit back for a couple of days and take a long look at a particular dimension of university leadership and management, in the presence of a well-known expert. Thus, a group of 12 Mexican university presidents took time to reflect on strategies for change within the university at a time when the Salinas government launched its modernization programme. A group of Chilean rectors spent two days with an American colleague discussing decision-making processes in academia. In the near future, a group of rectors from the Southern Cone will do the same, this time centering on a new policy for science and technology which will have a strong bearing on institutional decisions.

The IOHE believes that there is a need to reflect on the role of a university president and on the ways he can influence the academic work being carried out in his institution. It has been said that "presidential visions influence faculty work life about as much as political-party platforms shape the day-to-day decisions of governmental agencies". If this is true, it is even more urgent for presidents to reassess their role and the impact they can really exert on their institutions.

d) The IGLU Journal

In 1991, the IOHE launched the IGLU Journal, an inter-American journal of university management. It is published twice a year and articles are mainly in Spanish and Portuguese, but also in English and French. It is aimed at frontline university managers and, in particular, at those from Latin America and the Caribbean.

The next four editions will be mainly dedicated to the following topics: "Managing the Faculty", "Teaching and Learning", "Leadership and Leaders" and "Managing Research".

The IGLU Journal was designed with a hands-on approach. The intention is to create a vehicle for exchanges between managers from different countries interested in sharing their experiences through case studies.

It takes a long time for any specialized journal of this nature to establish itself and the IGLU Journal has yet to attain its cruising speed. Its circulation is low at present. However, there are some indications that the articles it has published have, on many occasions, served as a basis for discussion during in-house seminars. The Journal is another means of bringing together university managers from all parts of the Americas and giving them an insight into the concerns that are felt throughout the various systems of higher education.

There are few publications on university management produced in Latin America and the Caribbean in Spanish or Portuguese. Eventually, IOHE would like to produce a series of handbooks for newly appointed executives. There is much to do in this area.

e) The organizational framework

The IOHE's Board of Directors is composed of a President and eight Vice-Presidents, all university presidents, representing the different regions of the Americas, from Canada to Argentina. The Board meets twice a year and approves the general guidelines of the programme. The Secretariat works closely with the Organizing Committee of each of the four IGLU training centres as these are responsible for the recruitment of the team of instructors and the logistics of the course or of the seminars.

The costs of the basic course are borne in equal parts by the candidate, the universities hosting the course, and the IOHE. In the case of the seminars, the IOHE provides seed money and pays the expenses of international speakers.

A diploma is given at the end of the Canadian seminar to all those who have satisfied the requirements of the basic course.

In short, structures and procedures are kept at a minimum level. What is most important is to reach a basic agreement on the objectives and expected results of each activity of the programme.

Concluding Remarks

The IGLU programme has been formally evaluated twice in the last two years, first by the participants and then by the Canadian International Development Agency (CIDA).

On both occasions, the results were very favourable. When asked if the IGLU course had improved the quality of their work, an overwhelming 95% of the participants said that it had. The CIDA evaluation report states that "IGLU courses have had important effects on university management. Graduates generally occupy positions which enable them to contribute to better administration of their universities. The seminars on strategic planning have provided essential tools for dealing with critical problems in the universities".

Of course, nothing is perfect. There is room for improvement in many areas. The part of the programme on leadership needs to be strengthened so that participants may have a clearer perception of how their personal style can be adapted to different situations. Innovative, non-traditional learning techniques need to be developed. But overall, the IGLU programme has served its purpose well.

Higher education staff development: directions for the twenty-first century

This book assembles a broad range of current experiences in the field of higher education staff development. Thus, institutions may be better informed of present practices and plan their future activities according to a wider knowledge base.

UNESCO's major partners in international co-operation, notably NGOs of the Collective Consultation on Higher Education and universities of the regional staff development networks, have contributed articles.Also, specialists from institutions participating in the UNITWIN/ UNESCO Chairs Programme have provided chapters illustrating the central importance of staff development in this endeavour.

It is essential to place this book in context — that is, to situate its subject in relation to some of the main trends and issues of higher education today. These constitute a climate of profound change, necessitating new directions for the 21st century.

Staff development has become a vital component of institutional policy-making in order for education and training to be distinguished by quality and relevance.

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